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IDENTIFIERS	Council for Exceptional Children; *ERIC; Vocational Education Amendments 1976

ABSTRACT

Abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals are presented in this document. Included are 95 document resumes and 112 resumes of state-administered current research projects, exemplary and innovative projects, and curriculum development projects. The document resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms that characterize the contents of the document and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy price from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains over 100 resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL 94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. A listing of project titles grouped alphabetically by state and a subject index follow. A section on organizational resources provides names, addresses, and telephone numbers of state research coordinating unit directors, and of journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. A profile of the Council for Exceptional Children Information Center is also included. (KC)

Resources in Vocational Education 14

1981 Volume 14 Number 1

ED204612

CE 029 568

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

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NATIONAL INSTITUTE OF EDUCATION

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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The Ohio State University
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Cable: CTVOCEDOSU/Columbus, Ohio

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, February 1978. Ed 164 800.

An aid to locating documents processed for the AIM/ARM information system (Abstracts of Instructional and Research Materials in Vocational and Technical Education), the index cross references over 17,000 AIM/ARM accession numbers to the ERIC system's accession numbers and shows the availability of documents through the ERIC Document Reproduction Service.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, February 1978. ED 164 799.

The handbook includes instructions, a model, and discussions of format, content requirements, and copyright concerns to guide writers in developing publications that meet both the criteria for government sponsors and criteria for inclusion in information retrieval systems.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 1. Federally Administered Projects, compiled by Ruth Gordon and others, January 1979. ED 170 532.

Annotations are presented of completed research, exemplary and innovative projects, curriculum development projects, and bilingual vocational training projects administered by the U.S. Office of Education, Bureau of Occupational and Adult Education (USOE/BOAE) during fiscal years 1970-77. The projects were funded under Parts C, D, and I of the Vocational Education Amendments of 1968 and Part J of the Education Amendments of 1974. A total of 1,285 projects are described.

Research and Development Projects in Vocational Education, FY 1970-1977. An Annotated Bibliography: Volume 2. State-Administered Projects, compiled by Ruth Gordon and others, January 1980. ED182499

Annotations are presented of completed research projects and exemplary and innovative projects administered by state research coordinating units during fiscal years 1970-77. The projects were funded under Part C and Part D of the Vocational Education Amendments of 1968. A total of 6,668 projects are described.

Current Projects in Vocational Education—FY 1976. Abstracts of Projects Supported in Fiscal Year of 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Wesley E. Budke and Ruth Gordon, February 1977. ED 138 782.

Abstracts are presented of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 2 - September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J), compiled by Ruth Gordon and Lois Ann Sellers, February 1978. ED 151 611.

Abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977 are presented. The projects relate to research, demonstration, curriculum development, and bilingual vocational education.

Current Projects in Vocational Education—FY 1978. Federally Administered Projects, compiled by Ruth Gordon and others, June 1979. ED 173 622.

Abstracts of 206 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1978 are presented. The projects relate to programs of national significance (personnel development, national center for research in vocational education, and curriculum coordination centers), bilingual vocational education, and the assistance contract program for Indian tribes and Indian tribal organizations.

Current Projects in Vocational Education—FY 1978. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, January 1980. ED 189 445

Abstracts of 706 projects administered by states through research coordinating units under the Education Amendments of 1976 are presented. The FY 1978 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Current Projects in Vocational Education—FY 1979. State-Administered Projects, compiled by Patricia Arthur and Wesley E. Budke, June 1980. ED190848

Abstracts of 809 projects administered by state departments of education through research coordinating units under the Education Amendments of 1976 are presented. The FY 1979 resumes cover research projects, exemplary and innovative projects, and curriculum development projects.

Projects in Progress—FY 1978. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, January 1979. ED174781

Abstracts of 321 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education, compiled by Ruth Gordon and others, June 1980. ED189362

Abstracts of 217 projects in career education, vocational education, and education and work are presented. The projects are administered by the USOE's Division of Research and Demonstration, Office of Career Education, National Institute of Education, and Fund for the Improvement of Postsecondary Education.

Funding Information

Project Title:	National Center for Research in Vocational Education, Dissemination and Utilization Function
Contract Number:	300780032
Project Number:	498MH00014
Educational Act under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U.S. Department of Education Office of Vocational and Adult Education Washington, DC
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared by the National Center Clearinghouse at the National Center for Research in Vocational Education under a contract with the U.S. Department of Education, Office of Vocational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or paper copy from the ERIC Document Reproduction Service, and also in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordinating centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research materials for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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Professional Associations 93

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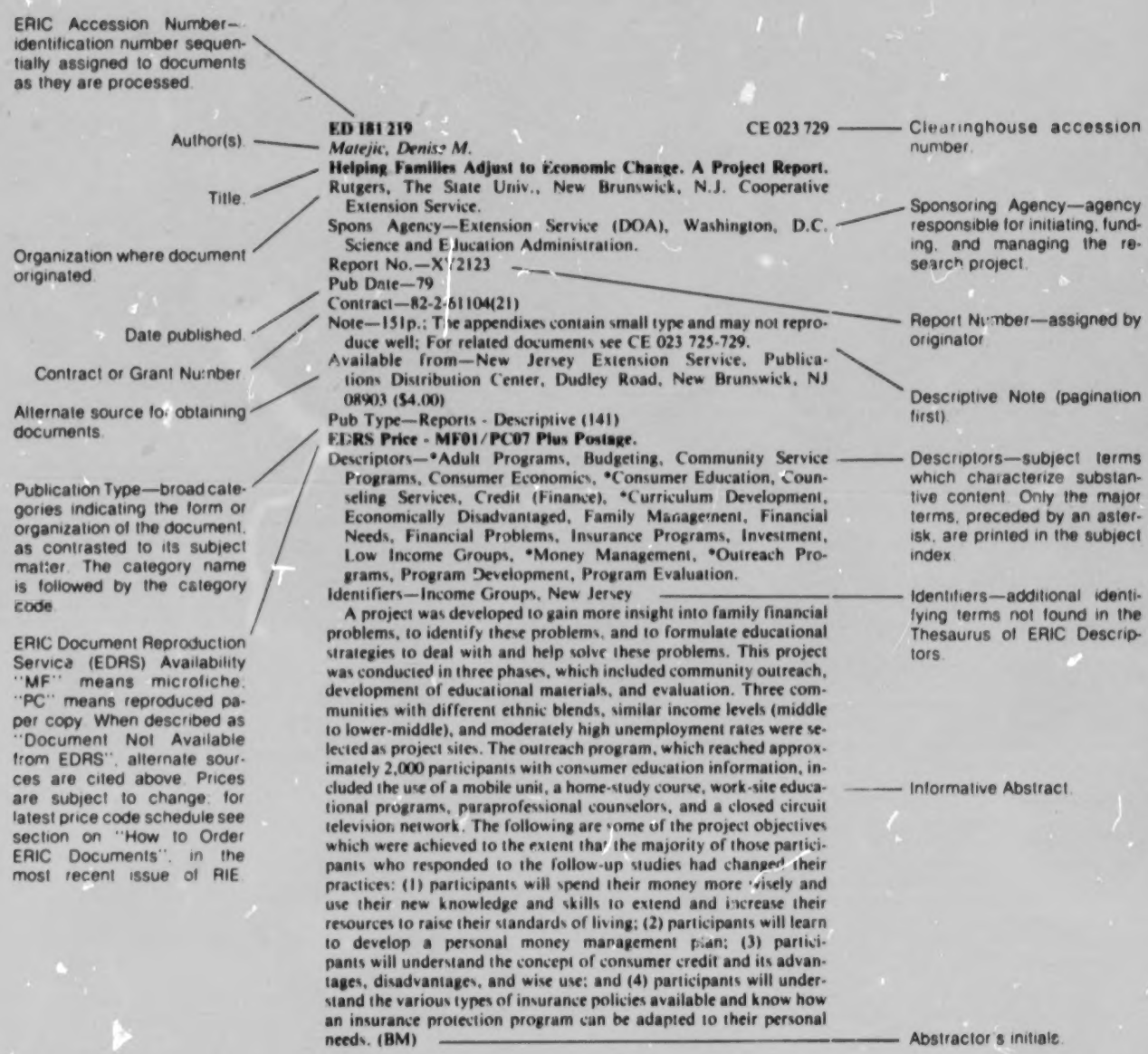
SAMPLE DOCUMENT RESUME


ERIC Accession Number—identification number sequentially assigned to documents as they are processed.
Author(s).
Title.
Organization where document originated.
Date published.
Contract or Grant Number.
Alternate source for obtaining documents.
Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.
ERIC Document Reproduction Service (EDRS) Availability "MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS", alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents", in the most recent issue of RIE.
ED 181 219
CE 023 729
Clearinghouse accession number.
Matejic, Denise M.
Helping Families Adjust to Economic Change. A Project Report.
Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.
Spons Agency—Extension Service (DOA), Washington, D.C. Science and Education Administration.
Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
Report No.—X'/2123
Report Number—assigned by originator.
Pub Date—79
Contract—82-2-61104(21)
Note—151p.; The appendixes contain small type and may not reproduce well; For related documents see CE 023 725-729.
Descriptive Note (pagination first).
Available from—New Jersey Extension Service, Publications Distribution Center, Dudley Road, New Brunswick, NJ 08903 ($4.00)
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Programs, Budgeting, Community Service Programs, Consumer Economics, *Consumer Education, Counseling Services, Credit (Finance), *Curriculum Development, Economically Disadvantaged, Family Management, Financial Needs, Financial Problems, Insurance Programs, Investment, Low Income Groups, *Money Management, *Outreach Programs, Program Development, Program Evaluation.
Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—Income Groups, New Jersey
Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
A project was developed to gain more insight into family financial problems, to identify these problems, and to formulate educational strategies to deal with and help solve these problems. This project was conducted in three phases, which included community outreach, development of educational materials, and evaluation. Three communities with different ethnic blends, similar income levels (middle to lower-middle), and moderately high unemployment rates were selected as project sites. The outreach program, which reached approximately 2,000 participants with consumer education information, included the use of a mobile unit, a home-study course, work-site educational programs, paraprofessional counselors, and a closed circuit television network. The following are some of the project objectives which were achieved to the extent that the majority of those participants who responded to the follow-up studies had changed their practices: (1) participants will spend their money more wisely and use their new knowledge and skills to extend and increase their resources to raise their standards of living; (2) participants will learn to develop a personal money management plan; (3) participants will understand the concept of consumer credit and its advantages, disadvantages, and wise use; and (4) participants will understand the various types of insurance policies available and know how an insurance protection program can be adapted to their personal needs. (BM)
Informative Abstract.
Abstractor's initials.

DOCUMENTS

Resumes

The document resumes presented in this section are ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, and institution indexes to locate documents in a specific field, or produced by a particular author or institution.

ED 177 773 EC 121 124

Guess, Doug And Others

The Development and Maintenance of a Computer Based Storage and Retrieval System for Language Literature. Final Report. Volume IV.

Kansas Neurological Inst. Topeka

Spons Agency—Office of Education (DHEW), Washington, D.C. School Systems Branch.

Pub Date—77

Contract—R007FPA

Note—40p.; For related information, see EC 121 121-123

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Computers, *Data Processing, *Handicapped Children, *Information Retrieval, *Information Systems, *Language Acquisition, * Information Services, Preschool Education, Program Descriptions

The report presents results of the development and field testing procedures of a computer based language library retrieval system as part of the Assessment of Language Training for Preschool Handicapped Children Project. The report focuses on the data processing system, the user's manual or thesaurus, the dissemination strategy, a cost analysis, ways to maintain the system, and a proposed maintenance budget. It is pointed out that a computer based language library storage and retrieval system could be designed to effectively provide users with general or specific segments of available language literature. Alternatives considered for maintaining and updating the system range from complete federal support to none. The option most strongly supported involves a maintenance plan where an organization such as the Kansas Neurological Institute would contract with the Bureau of Education for the Handicapped (BEH) to update and maintain the system. It is explained that through this plan, users could be required to pay for some portions of the service while BEH subsidized others. Among enclosures are a sample user's packet. (Author/SBH).

ED 177 774 EC 121 125

Assessing State Information Capabilities Under P.L. 94-142. Final Report.

Management Analysis Center, Inc. Washington, D.C. National Association of State Directors of Special Education, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-76-0562

Note—107p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Compliance Legal, *Federal Legislation, *Handicapped Children, *Information Storage, *Information Systems, *Recordkeeping, Costs, State Programs, State Surveys, Statistical Data

The report describes a study to assess 27 states' current data capabilities as they relate to information requirements of P.L. 94-142, the Education for All Handicapped Children Act. The first part of the report summarizes study results, including such major findings as that most states were reasonably able to meet proposed federal requirements in one or two of the four major data categories (children, personnel, facilities, and fiscal information), but few were strong in three or four categories. Projections of children needing service, although available were generally weak, as were projections of personnel. Fewer than three-fourths of the states could report special education program costs, and very few could provide them by handicapping conditions. The major problem found was inadequate data monitoring and validation. Recommendations are made for streamlined data requirements, phasing in data requirements, technical assistance for states, and leadership role for the Bureau of Education for the Handicapped in compliance. Part II of the report describes a methodology for estimating the incremental costs of meeting the proposed data requirements for P.L. 94-142 and applies that methodology to six states. (CL).

ED 177 775 EC 121 144

McDonald, Eugene T. Berlin, Asa J.

Bright Promise for Your Child with Cleft Lip and Cleft Palate. Revised Edition.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill

Pub Date—79

Available from—National Easter Seal Society for Crippled Children and Adults, 2023 W. Ogden Avenue, Chicago, Illinois 60612 ($0.75 plus postage and handling, quantity prices available)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Cleft Palate, *Etiology, *Medical Services, *Prenatal Influences, Eating Habits, Guidelines, Intelligence, Parent Role, Personality Development, Speech Handicaps, Speech Skills, Speech Therapy

Identifiers—Parent Resources

Intended for parents of children with cleft lip and cleft palate, the booklet provides an overview of the condition. Addressed are the following topics (sample subtopics in parentheses): prenatal develop-

ment and birth defects (facial development); possible causes of cleft lip/cleft palate (common misconceptions, genetic factors, environmental influences); normal lips and palates; surgical repair (plastic surgery, prostheses, speech aids); eating problems; speech (stimulation techniques, speech therapy); effects on intelligence; hearing loss (otitis media); dental problems (malocclusion); and effects on children's personalities. Four sources of information are listed, and a glossary of 57 terms is appended. (CL).

ED 177 776 EC 121 145

Education of the Hearing Impaired: Suggested Oregon Guidelines for Determining the Most Appropriate Educational Placement of Hearing Impaired Children.

Oregon State Dept. of Education, Salem

Pub Date—78

Available from—Oregon Department of Education, 942 Lancaster Drive, Salem, Oregon 97310

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Hearing Impairments, *Identification, *State Standards, *Student Placement, Deafness, Delivery Systems, Elementary Secondary Education, Evaluation Methods, Guidelines, Instructional Materials, Mainstreaming, Parent Participation, Partial Hearing, Preschool Education, Student Evaluation

Identifiers—Oregon

The booklet presents Oregon's guidelines regarding the most appropriate/least restrictive placement of hearing impaired students. Guidelines address the following topics (sample subtopics in parentheses): identification (school screening, failure criteria, followup); referral; assessment (criteria, records, parent rights, group and individual tests); staffing (composition and function of committee); placement (parental involvement, direct placement of transfer student, tuition placement, residential or regional program placement); review staffings; service standards (delivery method alternatives, program standards, support services, staff standards); instructional materials for the deaf; special education equipment for the deaf; facilities; transportation; and preschool programs (early identification, diagnostic evaluation and referral, selection and fitting of amplification, and personnel preparation). (CL).

ED 177 777 EC 121 146

Spangler, Robert S. And Others

Deceleration Procedures for Inappropriate Social Behaviors with Severely Retarded Ss. Two Papers.

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Behavior Change, *Behavior Problems, *Contingency Management, *Punishment, *Severe Mental Retardation, *Timeout, Exceptional Child Research, Mental Retardation, Positive Reinforcement

Two papers describe studies to decrease inappropriate social behaviors of severely retarded students. R. Spangler and others in "The Effect of a Time-Out Procedure on the Duration of Tantrum Behavior in a 13-Year-Old Severely Retarded Male S" report on a three phase study in which a combination of verbal instructions and a timeout procedure resulted in significant improvement in tantrum behavior. It is explained that the S's tantrums decreased from an average 37 minutes duration to 19 minutes, along with a decrease in tantrum frequency. "The Reduction of Hostile Behavior in Two 8 Year Old Severely Retarded Ss" by R. Villier and others describes the effect of a punishing contingency (requiring the Ss to sit quietly for 15 minutes behind a partition, combined with 15 minutes in a timeout room if they got up or acted out during the first contingency) and intermittent positive reinforcement on Ss' hitting, pushing, kicking, spitting, and biting behaviors. It is explained that both Ss were brought under control within a week during the treatment phase, that hostile behaviors were reduced to an acceptable level, and maintained at that level for over 1 month. (Author/CL).

ED 177 778 EC 121 147

Career Education Program for the Talented.

Allegheny Intermediate Unit, Pittsburgh, Pa

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Behavioral Objectives, *Career Education, *Learning Activities, *Talent, Aesthetic Education, Art Education, Communications, Creative Writing, Curriculum Guides, Dance, Drama, Elementary Education, Junior High Schools, Music

The curriculum packet lists objectives and activities used in a career education program in which talented students in grades 4-9 interacted with practicing professionals in six arts areas (art, creative writing, dance, drama, media, and music). Information is presented according to session sequence, and includes descriptions of such aspects as introductory activities, materials, discussion topic, media, and time schedules. Among the suggested activities listed are designing a personal portfolio, pencil drawing (art); advertising, theater/entertainment writing (creative writing); creativity discussions, dance therapy (dance); mime, painting to music (drama); photo-silkscreens (media); and music performance (music). (CL).

ED 177 779 EC 121 148

Moore, Melvin G. And Others

The Longitudinal Impact of Preschool Programs on Trainable Mentally Retarded Children.

Oregon State System of Higher Education, Monmouth. Teaching Research Div

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development

Pub Date—79

Contract—300-76-0519

Note—102p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Academic Achievement, *Parent Attitudes, *Preschool Education, *Program Effectiveness, *Teacher Attitudes, *Trainable Mentally Handicapped, Children, Exceptional Child Research, Longitudinal Studies, Mental Retardation

The effects of a preschool experience on the performance levels of 151 trainable mentally retarded (TMR) 9-11 year old children, teacher attitudes, and parent attitudes were examined. Three years of longitudinal performance data were investigated with a repeated measures ANOVA design, and 42 instructional variables and their relationships to child performance were examined through multiple regression techniques. Among results were that the preschool experience had a significant impact on Ss' performance levels, particularly in academic and motor skill areas; the more years of preschool Ss had, the greater the difference between their scores and those of children without a preschool experience; teachers did not rate the performance levels of post preschoolers differently than Ss with no preschool experience; and parents of the TMR Ss who had attended a preschool believed their children to have developed more self help skills, to be less of a physical drain on the parents, and to provoke less anger in parents than did similarly handicapped children who had not attended a preschool. (Author/CL).

ED 177 780 EC 121 159

Stoi, Margaret

Eliminating Problem Behaviors with Positive Controls.

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Behavior Change, *Behavior Problems, *Emotional Disturbances, *Positive Reinforcement, Aggression, Children, Exceptional Child Research

A teacher describes her efforts to deal with an 11-year-old severely emotionally impaired girl in a classroom with other acting out, aggressive students. The girl's behavior problems included breaking, tearing, spitting, swearing, running, and sexual aggression. A positive reinforcedment system was found to be primarily responsible for success in altering her behavior. Controls used were verbal and physical — praise, hugs, pats, and food reinforcers. Restructuring the environ-

ment and the daily schedule was also found to work. (Author/CL).

ED 177 782 EC 121 161

Parental Skills Program for Parents of Handicapped Children. Final Report, July 1, 1974-August 31, 1976.

Texas Inst. for Rehabilitation and Research, Houston

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—79

Contract—OEC-0-74-9301

Note—264p.; Prepared in collaboration with Interaction, Inc

Pub Type—Reports—Descriptive (141); Reference Materials—Bibliographies (131)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Child Rearing, *Handicapped Children, *Instructional Materials, *Parent Education, *Program Development, *Program Evaluation, Bibliographies, Hearing Impairments, Mental Retardation, Physical Disabilities, Program Descriptions, Speech Handicaps, Visual Impairments

The document contains the final report of the Parental Skills Program for Parents of Handicapped Children, a 15 unit modulized program designed to provide insights and skills for parenting handicapped children. Section I provides an introduction to the program with sections on the need for the program, program goals, and project objectives. A second section outlines the 10 basic parenting units, the five specific handicap units (physically handicapped, mentally retarded, visually impaired, speech impaired, hearing impaired), program formats (cassette/slide, lectures, and self instruction), and program materials. Section III reviews the steps involved in program development, including program conceptualization, data gathering, and material development. Procedures involved in pilot testing all the units are addressed in Section IV. It is explained in Section V that the program was evaluated with 95 parents. Listed among findings are that fathers were somewhat less likely than mothers to complete the program, and that parents like the program and evaluate every unit near the optimum when rating units on a 5 point scale. Sections VI and VII contain a report on the information conference to introduce the program to interested schools and agencies, and conclusions regarding evaluation of the program. Appendixes, which make up the bulk of the document, include a detailed program description, a report on program development, tables with pilot test data, tables with evaluation data, a sample evaluation questionnaire, materials on the information conference, and an extensive bibliography with sections correlating with each of the program units. (SBH).

ED 177 783 EC 121 176

Kowalski, Anthony P. Ed. Payne, Joyce, Ed

Special Education in the Great City Schools: IEP and Personnel Development.

Council of the Great City Schools, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—G007603441

Note—139p

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Compliance Legal, *Handicapped Children, *Individualized Programs, *Inservice Teacher Education, *Urban Schools, Administrator Role, Elementary Secondary Education, Federal Legislation, State of the Art Reviews, Teacher Education, Teacher Workshops

Identifiers—Education for All Handicapped Children Act

The booklet includes eight presentations from workshops organized by the Council of the Great City Schools on issues in implementing P.L. 94-142, the Education for All Handicapped Children Act. The first section, by J. Harvey, presents an overview of federal laws and regulations concerning the individualized education program and comprehensive system of personnel development. Three articles in the second section address the issue of individualized education programs. Articles include "The Individualized Education Program: Some Observations" (J. Camille Vautour, M. Vautour); "The Design, Implementation and Evaluation of an IEP" (R. Brown); and "The Individualized Education Plan as a Child Find Instrument" (R. Rinaldi). The requirements for a comprehensive system of personnel development are addressed by three papers in the third section: "Planning for the Implementation of a Comprehensive System of Personnel Development" (J. Payne); "Comprehensive System of Personnel Development—the Total Process" (E. Dambruch); and "Special Education Personnel Development—An Urban Administrator's Perspective" (A. Sullivan). A. Kowalski concludes the document with a paper on "The SETAC (Special Education Technical Assistance Consortium) Regional Training Workshops". (CL).

ED 177 784 EC 121 177

Renzulli, Joseph S.

What Makes Giftedness: A Reexamination of the Definition of the Gifted and Talented. Brief Number 6.

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif

Pub Date—79

Available from—Ventura County Superintendent of Schools, 535 East Main Street, Ventura, CA 93009 ($3.00 each, 10% discount for 100 or more copies)

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Definitions, *Gifted, *Student Characteristics, *Talent, *Talent Identification, Creativity, Elementary Secondary Education, Identification, Research Reviews Publications, Student Evaluation

The report analyzes research on characteristics of gifted and talented persons and suggests a rationale for identification systems. The importance of an operational definition is emphasized, and various conceptions and definitions of giftedness are reviewed. Problems with the U.S. Office of Education definition are cited. Three cluster areas characteristic of giftedness are descried: above average ability, creativity, and task commitment. It is pointed out that identification procedures should give equal attention to all three clusters. A definition of giftedness is proposed and a graphic representation is included. Six guidelines (including assessment of self-chosen and required performances and continual evaluation of the adequacy of the identification program) are outlined for identification systems. Five areas of information (preschool and developmental, psychometric, performance, motivational, and sociometric) are suggested for developing identification. A revolving door approach and use of full time equivalent concepts are recommended. (CL).

ED 179 685 CE 017 090

Patton, Bob Cox, Cecil

Vocational Agriculture III. A Curriculum Guide, 11th Grade.

Oklahoma State Board for Vocational Education, Stillwater

Pub Date—78

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF05 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Core Curriculum, *Vocational Education, Agricultural Engineering, Animal Husbandry, Behavioral Objectives, Curriculum Guides, Farm Management, Grade 11, Leadership Training, Learning Activities, Plant Science, Secondary Education, State Curriculum Guides, Units of Study, Visual Aids

Identifiers—Oklahoma

Designed to provide a basic core of instruction for the third year of agriculture in Oklahoma, this guide is for use by teachers and their eleventh grade students. Instructional content is in five sections, each with four or more units: soil science, leadership, animal science, farm business management, and agricultural mechanics. Each unit contains behavioral objectives in two forms, unit objectives (stating subject matter to be covered in the unit) and specific objectives (stating student performance necessary to reach unit objectives). It is suggested that objectives be reviewed by teacher and student, and that the teacher feel free to add objectives which will correlate material to community and student needs. Each unit includes suggested activities and accompanying materials (assignment sheets, job sheets, test sheets and answers, information sheets, visual aids). Information sheets include the content needed for meeting the cognitive objectives of the unit. Assignment sheets provide paper and pencil learning activities which give direction to study and can be used for checking student

progress. Answers are also included. (FP).

ED 179 687 CE 019 520

Heyneman, Stephen P. Ed

Six Views on Three Issues Related to Education and Work. Report of a Symposium in Debate Form Held June 28, 1977.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group

Pub Date—77

Contract—400-76-1046

Note—109p. ; Sponsored in part by the Federal Interagency Panel for Research on Adolescence

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—Proceedings (021)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Career Development, *Career Education, *Employment Patterns, *School Business Relationship, *Vocational Education, *Youth Employment, Career Choice, Career Planning, Cooperation, Cooperative Planning, Cooperative Programs, Coordination, Debate, Education Work Relationship, Employment Projections, Essays, Failure, Foreign Countries, Intervention, Job Skills, Success, Underemployment, Unemployment

This report presents six papers resulting from a symposium held June 28, 1977, to debate the validity of three assumptions on education-and-work programs, particularly in relation to youth employment. Question 1, "Who should say what a child should prepare for: the child or the community? ", is answered by Peter Schrag and Margaret Fallers, both of whom agree that adult intervention is necessary but disagree on the methods to be used. Question 2, "Can we predict which skills will be saleable? ", is responded to by Garth L. Mangum and C. Arnold Anderson. Mangum says, given that U.S. occupational structure is fairly stable, we should concentrate on developing criteria for determining individual skills and look closely at the important issues of career education. Anderson states that because the job possibilities for students cannot be forecasted reliably, appropriate preparatory classes cannot be specified in more than general terms. The third issue, "Collaboration between education, labor, and business—is there sufficient impetus? ", is discussed by Willard Wirtz and David K. Cohen. Their papers examine (1) the effects of unemployment and underemployment; (2) the transition from youth to adult; (3) the applicability of foreign education and work strategies to the United States; and (4) the collaboration efforts to date of schools, labor, and business. The last paper, by Steven P. Heynemann, summarizes the debates on the three issues. (ELG).

ED 179 690 CE 020 310

Duffy, David E.

Project for Awarding College Credit for In-Service Training in Business and Industry. Final Report.

Manchester Community Coll. Conn

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007603724

Note—35p. ; Not available in paper copy due to light print

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*College Credits, *Community Colleges, *Inservice Education, *School Business Relationship, Aviation Technology, Contracts, Cooperative Planning, Data Collection, Industrial Training, Information Dissemination, Institutional Cooperation, Program Effectiveness, Technical Education, Two Year Colleges

Identifiers—Manchester Community College CT, Pratt and Whitney Aircraft Group CT

A project was designed to develop and implement a cooperative inservice training program between Manchester Community College and Pratt and Whitney Aircraft Group, to explore the possibilities of similar contractual agreements, to evaluate inservice training programs for potential awarding of college credit, to identify business and industries conducting inservice training programs, to assist in developing contractual agreements with other community colleges, and to disseminate information to other community colleges needed for evaluation of inservice training and for program development. It was found after making several attempts to gather information that inservice training programs best be identified and evaluated by each community college in its own area and that programs large enough to be worthy of college credit were generally found in large corporations. Academic credits have been awarded for five inservice training programs at Pratt and Whitney Aircraft. Three training programs have been identified to duplicate the Pratt and Whitney model. Short minicourses provide programs for small companies. A valuable link between Manchester Community College and business and industry has been established and strengthened through this project. (Appended are policies, procedures, guidelines, and course schedules for the cooperative program between Manchester Community College and Pratt and Whitney Aircraft.) (FP).

ED 179 692 CE 021 621

Reyes, Richard H.

Project Salsa. Final Report.

De Anza Coll. Cupertino, Calif

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Bilingual Education, *English Second Language, *Medical Record Technicians, *Minority Groups, *Office Occupations Education, Allied Health Occupations Education, Asian Americans, Experiential Learning, Job Skills, Program Descriptions, Program Effectiveness, School Community Programs, Spanish Speaking, Staff Development, Two Year Colleges

A bilingual vocational training program was instituted to provide fifty-six Spanish- and Chinese-speaking students with a chance to acquire English language skills and training as medical clerks simultaneously. Community benefits expected and evident need in the area for bilingual medical-clerical employees led to the choice of this field. The twelve-month, four-quarter program had courses concentrated in skill development (office skills and medical office procedures) and English proficiency (language training and medical terminology). On-the-job experience came from work in local offices and clinics, the time ratio of classwork to fieldwork being 3:1. Sixteen courses were developed along with support services that included bilingual counseling and a learning center with bilingual instructors. The bilingual staff availed themselves of an extensive and individualized development program consisting of workshops and inservice training. The program was judged successful based on (1) overall positive student and staff response; (2) on-the-job training completion by 70% of students; (3) very high student achievement since twenty-two of the thirty-eight program completers received full-time employment (resulting in 183% increase in median income), while ten students decided to continue studying; and (4) staff gains in skills and experience resulting from program participation and inservice training. (Course descriptions, exercises, and a student questionnaire are appended.) (CP).

ED 179 693 CE 021 713

A Planning Process of Adult Education. Report of the Adult Education Ad Hoc Advisory Committee.

California State Dept. of Education, Sacramento

Pub Date—79

Available from—Bureau of Publications, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 ($2.50)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Adult Education, *Educational Planning, *Long Range Planning, *Policy Formation, *Program Development, Advisory Committees, Agency Cooperation, Ancillary Services, Coordination, Enrollment Projections, Enrollment Trends, Public Relations

Identifiers—California, Proposition 13 (California 1978)

Background is given for the state-level adult education planning process, developed in response to the need for program direction; definition of the relationship of adult education to other vocational and adult general education institutions; and delineation, articulation, and elimination of unnecessary duplication. Focus is on the Adult Education Ad Hoc Advisory Committee, which was formed to ensure that the development of the process reflected the needs of the total state population of California. Following a summary of the historical

and legal perspective of adult education in California from 1856-1990, corresponding milestones, and enrollment figures for those years, and a statement of philosophy are given. Management plan recommendations focus on target populations, public relations, governance, interagency coordination, personnel, program development, and support services and are listed with corresponding statements of issues and goals. Following these are a list of policy recommendations, each preceded by a problem statement and issue-and-goals statements. Finally, a list of major recommendations is included to respond to Proposition 13 by establishing principles for a long-range financial and programmatic guarantee of adult education. Appended are abstracts of other adult education monographs, a master bibliography, and an annotated bibliography. Also included are statistical summaries of adult general education annual reports and annual enrollment figures by subject area. (FP).

ED 179 694 CE 021 805

Hudson, William E.

Inventory and Analysis of Professional Tasks Engaged in by Teachers of Vocational Agriculture in the Secondary Schools of New Mexico. A Summary Report of Research.

Texas A and M Univ. College Station. Dept. of Agricultural Education

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Agricultural Education, *Job Analysis, *Occupational Information, *Task Analysis, *Vocational Education Teachers, Comparative Analysis, Secondary Education, Task Performance, Teacher Characteristics

Identifiers—New Mexico

A study was conducted to develop job descriptions based on an analysis of time spent on tasks and duties performed by vocational agriculture teachers within the public secondary schools in New Mexico. Fifty vocational agriculture teachers who had taught vocational agriculture for at least one year and who were teaching during the 1976-77 school year returned task inventories sent out. The findings showed that, although differences in relative time spent on the 110 tasks did appear, the differences were not large enough to constitute different job types for those teachers involved. However, it was found that the relative time spent on tasks differentiated those teachers who were identified as superior among all others at the duty level. All 110 tasks inventoried were performed by at least one New Mexico vocational agriculture teacher. (LRA).

ED 179 695 CE 021 981

Carnoy, Martin And Others

Education and Public Sector Employment. Final Report.

Center for Economic Studies, Stanford, Calif

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—76

Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)

EDRS Price—MF01/PC12 Plus Postage

Descriptors—*Business, *Employment Patterns, *Government Employees, *Racial Differences, *Salary Wage Differentials, *Sex Differences, Black Employment, Blacks, Community Organizations, Comparative Analysis, Data Analysis, Educational Background, Employed Women, Employees, Employment Level, Employment Projections, Employment Statistics, Equal Education, Equal Opportunities Jobs, Females, Labor Market, Males, Private Agencies, Public Agencies, Public Policy

A study examined the patterns of employment in the public sector as compared to the private, possible changes in that pattern in the last decade, and implications for educational policy. By using the human capital concept (employment patterns depend on productivity differences in individuals) and labor market segmentation analysis, the following items were researched: (1) differences in average education of public and private sector employees of different race and sex in three job levels; (2) differential wage and employment discrimination in both sectors and within the public sector; (3) salary and mobility equalization effect of educational differences between blacks and whites and women and men in the two sectors at different job levels. It was found that public employees have higher average schooling. Salary differences still exist between blacks and women and white males, all personal characteristics being equal (experience, education, etc.). Educational equalization will not have much effect on earnings equalization in similar jobs for blacks and women. It was concluded that possibilities of upward mobility for more educated blacks and women depend on continued expansion of public employment and educational services. Additionally, public employment expansion implies an increase in demand for high level education by all groups, especially blacks and women. (FP).

ED 179 700 CE 022 491

Beuke, Vernon Farrar, Steven

A Review of the Change Literature with Implications for ISSOE Dissemination. Second Printing.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education

Spons Agency—New York State Education Dept. Albany. Office of Occupational and Continuing Education

Report No.—SUNY-RP-78-3-79

Pub Date—79

Contract—VEA-78-3C-891

Note—33p

Pub Type—Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Adoption Ideas, *Change Strategies, *Educational Change, *Educational Innovation, *Technology Transfer, Diffusion, Educational Research, Information Utilization, Literature Reviews, Models, Program Development, Research Utilization, Vocational Education

The state of the art in the implementation of education innovation is assessed in three parts: (1) the identification of promising theories, important issues, and proven implementation strategies with emphasis on practical implications; (2) a review of research directly related to the development and implementation of new occupational education programs; and (3) a distillation of the literature in the form of generalizations about innovations and innovative organizations. Four models of change which have guided innovation (the Research, Development, and Diffusion; Problem-Solver; Social Interaction; and Linkage models) are proposed. The process of adoption is represented by stages of adoption behavior and by adoption and diffusion curves. The Power, Re-Educative, Manipulative, and Marketing Technology Strategies for implementation are also identified and reviewed. A review of major studies of innovation in vocational education concludes that the ability to be innovative includes a perceived need to change, acquisition of a well-packaged program which responds to that need, and some level of commitment and administrative ability. Five organizational variables are identified as factors which influence the implementation of innovation: financial resources, human resources, the planning process, communication channels and patterns, and training. Aspects of the innovation itself which are identified as affecting its successful implementation are adaptability and utility. (YLB).

ED 179 701 CE 022 512

Pitrolo, Betty

Demonstration of Consumer Education Programs for Adults. Descriptive Report, September 1, 1978 to August 31, 1979.

Monongalia County Vocational Technical Center, W.Va

Pub Date—79

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Adult Education, *Consumer Education, *Outreach Programs, Attitude Change, Consumer Protection, Evaluation Methods, Pretesting, Pretests Posttests, Program Effectiveness, Program Evaluation, Publicize, Rural Areas

Identifiers—Monongalia County WV, West Virginia

The Adult Education Outreach Program in Monangalia County was designed to meet an apparent need and assess the feasibility of developing similar programs in other areas of West Virginia. Goals and assessment of success were based on these four research questions: (1) Will adults who need skills in solving consumer problems avail themselves of the program? ; (2) Will basic attitudes and behavior of adults be changed by participation in a mini-course? ; (3)

Can a reliable method of evaluation be developed to measure learning of adults with widely diverse abilities and backgrounds? ; (4) How can the results obtained from the research project be utilized to develop outreach programs throughout the state? Consumer programs were initiated in senior citizen groups, homemakers clubs, community churches, adult classes following extensive publicizing through various media. Problems encountered included lack of valid evaluation techniques as well as physical problems affecting attendance (weather, illness). It was found that an informal atmosphere was necessary for the best program presentation and that the program focus should incorporate individual experiences and problems. Group interests varied with the age of the group. (Appended are educational materials, publicity efforts, behavioral objectives, and tests in various areas of interest.) (FP).

ED 179 702 CE 022 544

Harms, Louis T. And Others

Occupational Choices and Employment Opportunities for High School Students. (Decision Model for Vocational Education). Final Report.

Temple Univ. Philadelphia, Pa

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Aspiration, *Career Choice, *Comparative Analysis, *Employment Projections, *High School Students, Employment Opportunities, Questionnaires, Vocational Interests

Identifiers—Pennsylvania (Philadelphia)

A study conducted to determine the occupational choices and employment opportunities for high school students was divided into two phases. The first phase consisted of an analysis of the availability of jobs in the Philadelphia (Pennsylvania) area. In the second phase of the study, a comparison was made of the aspirations of eleventh-grade students with employment opportunities for 1985. In the first year, a student needs questionnaire was administered to 1,070 eighth- and ninth-grade pupils from the Philadelphia school system. In the second year, the revised questionnaire was administered to 1,293 tenth- and eleventh-grade pupils from all but two of the Philadelphia public school system high schools. The comparison revealed that there is a disparity between the plans and the probable capabilities of these students. Forty-three percent of eleventh-grade students would like professional or technical careers, while only 15 percent of the jobs in 1985 will be in those occupations. Only 7 percent of the students aspire to employment as sales or service workers, and 20 percent of the jobs expected to be available in 1985 are of this type. (Author/BM).

ED 179 705 CE 022 583

Eigeman, Elaine G. Brooks, JoAnn

The Continuation and Expansion of a Research and Development Information System. Final Report.

Indiana Univ. Bloomington

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis

Pub Date—78

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Information Dissemination, *Information Needs, *Information Services. *Program Development, *Statewide Planning, *Vocational Education, Information Networks, Information Sources, Needs Assessment, Program Improvement, Publications

Identifiers—Indiana

The overall goal of the Vocational Education Information Services project was to support vocational education in Indiana by facilitating more efficient use of information and by developing more effective products for wide dissemination. First, a needs assessment was conducted to determine specific user populations and user needs for information and services. Next, a plan for implementing the information system was developed, types of materials to be included in the collection were identifed, and methods of cataloging and recording these materials were analyzed. Agreements were made with three local information brokers to obtain literature search services and with the Indiana University Libraries to borrow books and use their computer terminals for searching. Topics of interest for wide dissemination were identified. Articles about exemplary vocational education projects funded by the state were solicited for publication in a newsletter. Copies of the newsletter were disseminated to state vocational educators and administrators. In addition, eight reports of high quality Indiana research and development products were produced and disseminated. (Author/BM).

ED 179 707 CE 022 739

Project COMPASS (Center for Occupational Management, Placement and Systematic Services). Final Report.

Genesee Intermediate School District, Flint, Mich. Vocational Education and Career Development Services

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—G007702066

Note—439p

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC18 Plus Postage

Descriptors—*Career Development, *Career Guidance, *Guidance Centers, *Job Placement, *Program Development, Adult Education, Career Choice, Career Counseling, Career Education, Career Planning, Computer Oriented Programs, Disadvantaged Youth, Handicapped Students, Inservice Education, Instructional Materials, Management Systems, Parent Participation, Postsecondary Education, Program Effectiveness, Secondary Education, Staff Development, Workshops

To serve career development needs of secondary, postsecondary, and handicapped/disadvantaged students and adults, Project COMPASS (Center for Occupational Management, Placement, and Systematic Services) developed a comprehensive computer-assisted guidance, counseling, placement, and follow-through program. Project activities revolved around use of the Educational and Career Exploration System (ECES), an interactional career guidance system, in a centralized career planning center. Following a literature review, project activities were conducted in relationship to objectives in three categories: (1) user, including career choice, placement, training, and counseling; (2) support, including monitor and staff training, inservice teacher workshops, and parent training; and (3) management, including a management system, and result, product, and outcome dissemination. (Appendixes comprising most of the report contain materials used: "Day-on-the-Job" application and materials, midlife career change workshop workbook and evaluation, career development data placement users' manual for the Macomb Area Placement Project (MAPP) system and field test outcomes, ECES student manual availability, career development and employability skills modules, ECES monitor training materials, placement newsletter, ECES brochure, management system, and newsletter articles.) (YLB).

ED 179 708 CE 022 817

Evaluation of Vocational Education: Roles, Responsibilities, and Responses of State and Federal Agencies. Research and Development Series No. 173.

Education Commission of the States, Denver, Colo

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Report No.—ECS-173

Pub Date—79

Contract—300-78-0032

Note—73p

Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Federal Regulation, *Government Role, *Program Evaluation, *State Agencies, *Vocational Education, Activities, Board of Education Role, Educational Assessment, Program Descriptions

Identifiers—Education Amendments 1976, United States

The central purpose of this paper is to describe the origins, assumptions, approaches, and problems of the major evaluation efforts

relating to vocational education specified in the Educational Amendments of 1976. The first of five chapters provides background information on vocational education, evaluation, and the Education Amendments of 1976. The second chapter gives an overview of seven groups which were given specific evaluation responsibilities in the 1976 Amendments. Included in these groups are the state boards of vocational education, state advisory councils for vocational education, and the U.S. Office of Education's Bureau of Occupational and Adult Education. Information on each group is organized into five parts: (1) legislative basis, (2) assumptions/expectations, (3) approach/activities, (4) problems, and (5) comments. In addition, this chapter reviews groups with responsibilities related to evaluation. Among the groups included in this section are the National Center for Research in Vocational Education and the General Accounting Office. Impressions, reflections, and observations are presented in the next chapter, followed by a summary chapter. Material prepared at the conference on the evaluation of vocational education is presented in an epilogue. (LRA).

ED 179 709 CE 022 853

Schaefer, Carl J. Ed

Comparative Education for Occupations: An International Conference Report.

North Carolina State Univ. Raleigh

Pub Date—79

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Descriptive (141). Collected Works—Proceedings (021)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Comparative Education, *Educational Policy, *Educational Trends, *Government Role, *Government School Relationship, *Vocational Education, Career Education, Educational Problems, National Surveys, School Business Relationship, Secondary Education

Identifiers—Denmark, Finland, Great Britain, Sweden, United States, West Germany

Representatives from five West European countries and the U.S. present overviews of their respective countries' education systems and approach to vocational education. The introduction notes that both money spent on and student enrollments in vocational education are increasing in Europe as in the U.S. and that educational reform appears to take into account the need for more career development, more clustering of occupational areas, and more coordination with business and industry. Education system diagrams are included from each country, along with discussion of educational and governmental policy. Papers deal with (1) Great Britain—its further education, industrial training, teacher education, and financing and building; (2) Sweden—its comprehensive compulsory schools, the new organization of study with vocational orientation counselors and new forms of orientation to the working life; (3) West Germany—its occupational training system and full-time vocational schools; (4) Finland—a review of its development efforts, its problems and major issues; and (5) Denmark—trends in its educational development, the further education of teachers, and pedagogical development. Finally, an Office of Education deputy commissioner gives his overview of the present situation in vocational education in the U.S. (CP).

ED 179 711 CE 022 974

Paddock, Orlando Heuser, Malcolm

Pilot Project in Vocational Gemology. A Research Study.

Paris Junior Coll. Tex

Spons Agency—Texas Education Agency, Austin

Pub Date—79

Pub Type—Reports—Descriptive (141). Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Curriculum Development, *Curriculum Guides, *Educational Programs, *Pilot Projects, Conferences, Guides, Laboratory Technology, Lesson Plans, Media Selection, Program Descriptions, Training Laboratories

Identifiers—Gem Cutting

In response to the need for qualified gemologists and the serious gap in gemological training, a study was directed and designed to develop an instructional program which could be used nationally and to establish a vocational gemology program at Paris Junior College. Following the selection of appropriate instructional materials, stations were equipped with the necessary laboratory instruments for gemology research. Originally designed as a thirteen-week course, the program grew to fifteen weeks. Beginning with an orientation to equipment and textbook assignments, succeeding units included the study of light and the study of species and varieties of gem materials, including a fifty-hour unit on diamonds. Student progress was evaluated several times during the course, and bi-monthly conferences were held with each student. The final examination included an oral presentation, a written exam on general gemology and diamonds, and gem identification and grading. Results indicated the achievement of objectives through the completion of an instructional manual, incorporating objectives into the curriculum, and the use of project results as a guide for developing similar programs. (Appended are excerpts from the instructional manual, an equipment price list and student contract, lesson plans, a training program outline, a gemstone chart, an interview report, and an evaluation form.) (FP).

ED 179 712 CE 023 058

Steimel, Laura C.

Development of a System to Assess Curriculum Needs in the Occupational Cluster of Agriculture. Final Report.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Competency Based Education, *Curriculum Development, *Needs Assessment, *Task Analysis, *Vocational Education, Agricultural Education, Agricultural Production, Auto Mechanics, Competence, Graphic Arts, Horticulture, Learning Modules, Matrices, Nurses Aides, Systems Development

Identifiers—Vocational Technical Education Consortium States

Two needs were addressed in this project: (1) the effective utilization of V-TECS (Vocational Technical Education Consortium of States) catalogs of performance objectives, and (2) development of a system to assess curriculum needs. Three instructional areas were chosen for development from combined V-TECS catalogs and other materials after review and testing. The areas were Graphic Arts, Small Engine Repair, and Nurse's Aide. The resulting materials offered sequential, flexible instruction in a program to teach job competencies as reported by workers in those jobs. For assessment purposes, project staff developed, field tested, and revised a survey which became the working document, 'A Matrix Approach to Assessing Curriculum Needs'. Focussing on two sub-clusters in agriculture (horticulture and production agriculture), the survey tried to document particular tasks and relate these to particular job titles sufficient to permit compilation of a job matrix. This can then furnish the educator with a "job road map" on which to base curriculum development decisions. (CP).

ED 179 715 CE 023 100

Bronk, Carol G.

A Comparison of the Personal and Professional Characteristics of Male and Female Leaders in Vocational Education. Final Report.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Dissertations/Theses (040). Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Adults, *Females, *Leaders, *Leadership Qualities, *Males, *Sex Differences, *Vocational Education, Administrator Attitudes, Administrators, Comparative Analysis, Individual Characteristics, Professional Recognition, Profiles, Recruitment, Sex Stereotypes, Statistical Analysis, Tables Data, Teacher Attitudes, Vocational Education Teachers

Identifiers—Professionalism

A survey was made of 203 leaders in vocational education to allow a profile and comparison of leader characteristics, and determination of

the extent to which selected characteristics relate to professionalism. Data analysis by several sub-programs showed (1) a mean score on the Professionalism Scale similar to that for other groups (54.58); (2) female leaders were significantly younger, submitted fewer items for publication, subscribed to fewer journals, and had worked in the field for fewer years than males, yet their professionalism scale scores were very similar, albeit lower in three subscales; (3) no significant relationship between a leader's sex and professionalism; and (4) no variables as good predictors of professionalism. It was concluded that women in leadership roles have primarily lower-level positions, and that the emphasis of vocational youth organizations on leadership training appears to be benefitting the profession. Professional mobility, furthermore, is not a sex-related trait for leaders, but hiring and recruiting through the "old boy" system definitely is. It is recommended that this system, which is responsible for 80% of leader placement, be replaced by an honest and thorough search for the best qualified individuals, and that the American Vocational Association work to end sex-role stereotyping since women continue to be clustered in home economics, health, and business education while men dominate agricultural and trade and industrial education. (Data tables and questionnaire are appended.) (CP).

ED 179 718 CE 023 168

Harrison, Cynthia

Working Women Speak: Education, Training, Counseling. A Report on Six Regional Dialogues Sponsored by the National Commission on Working Women.

National Commission on Working Women, Washington, D.C.

Spons Agency—National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date—79

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Employed Women, *Employee Attitudes, *Job Satisfaction, *Work Attitudes, Access to Education, Career Counseling, Clerical Workers, Dialogs Literary, Discussion Groups, Educational Needs, Females, Information Needs, Needs, Nontraditional Occupations, Postsecondary Education, Public Opinion, Semiskilled Workers, Service Workers, Social Discrimination, Unskilled Workers

Issues and findings are synthesized from six invitational regional dialogues attended by 730 representatives of the 80% of women in the work force who are concentrated in low-paying, low-status jobs. The discussion of the needs and concerns of this population makes reference to (1) answers to questionnaires (appended, together with compiled data breakdown) distributed at the dialogues; (2) recorded discussion and documentation that occurred in the small-group sessions of each dialogue; and (3) panel discussion and dialogue with participants. Topics covered include barriers to participation in postsecondary education and training, such as faculty attitudes, admissions practices, and lack of money and time. Other problems discussed are lack of on-the-job training opportunities, compounded by lack of opportunities for women once trained; discrimination; lack of counseling and biased or traditional counseling attitudes to women; and why some "solutions," such as educational benefits on the job, have not worked. The report gives recommendations arising from the dialogues, including (1) strong enforcement of federal anti-discrimination laws; (2) a demonstration program to establish costs and benefits of stimulating, by tax and other incentives, employer subsidies for employee education and training; (3) funding to augment local counseling service availability, especially to promote nontraditional occupations; (4) government support for flexible working hours; (5) government support for more child care services; and (6) greater range and availability of training courses during evening and weekend hours. (CP).

ED 179 721 CE 023 218

Day, Sherman

Education and Training in the Criminal Justice System. Implications for Vocational Education R&D. Occasional Paper No. 52.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (order no. OC-52; $1.90)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—Serials (022)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Correctional Education, *Educational Programs, *Prisoners, *Program Development, *Program Improvement, *Staff Development, *Vocational Rehabilitation, Adjustment to Environment, Career Counseling, Employment Opportunities, Institutional Personnel, Institutional Role, Social Action

Although there are several fine education and training programs in our nation's correctional institutions, most are substandard. There are two primary reasons for this: the confusion existing in our society over the purposes of imprisonment and the effects of reform on the correctional system. The focus of correction is continually shifting as reform movements exert their influence. Robert Martinson's work, extensively cited and attacked, suggests that 'rehabilitation efforts have had very little effect on recidivism'. Optional Programming, the policy guiding the Bureau of Prisons' activities, allows optional inmate participation in vocational programs due to the belief that forced attendance may cause resistance. Optional Programming allows inmates to choose from a wide variety of programs with the hope that the chances for successful post-release adjustment will be increased. Continued support for education and training in corrections depends on tying education and training to the work program of the institution. Improvement of educational programs rests in staff education and development, upgrading job qualifications, and improving job benefits and salary. The success of a strong base for education, training, and work in prisons depends on the ability of the staff to recognize its importance. (A series of questions, to which the author responds, relating to employment opportunities, career counseling, and vocational placement are included.) (FP).

ED 179 723 CE 023 229

Sex Equity in Career Education (K-8). Resource Guide.

Southeastern Massachusetts Univ. North Dartmouth. Div. of Continuing Studies and Special Programs

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Career Education, *Educational Objectives, *Educational Resources, *Elementary Education, *Learning Activities, *Sex Fairness, Career Planning, Instructional Materials, Resource Materials, Sex Role, Sex Stereotypes

Identifiers—Southeastern Massachusetts University

Pursuing the overall goal to reduce sex stereotyping in vocational education and career choice, this resource guide presents classroom activities to encourage nonsexist career exploration. Introductory comments include an overview of research, myths, and eventual consequences of statistics regarding sex stereotyping, as presented during an institute designed to help teachers, counselors, and school administrators examine the role of men and women in the work force in 1979 and to promote sex-affirmative career planning. A product of the institute, the guide presents a series of eight career education objectives with corresponding sex equity objectives. Objectives relate to self-awareness, educational awareness, career awareness, economic awareness, decision-making skills, skill awareness, employability skills, and appreciation and attitudes. Following these are summaries of activities developed from the Southeastern Massachusetts University Title IV Program which address career education and sex equity goals, listed sequentially by grade level (K-8). Each activity includes objectives, procedures, materials needed, and resources. A resource list for the guide is appended. (FP).

ED 179 724 CE 023 236

Rusling, Diane E.

Third-Party Final Report of the Ohio State Department of Education's EBCE 3-Year Project.

Policy Studies in Education, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Career Exploration, *Experiential Learning, *Program Effectiveness, *Employer Attitudes, High Schools, Program Evaluation, Secondary Education, Student Attitudes, Teacher Attitudes, Vocational Interests
Identifiers—Experience Based Career Education, Ohio

Six school sites were visited to evaluate the work being done there in the third and final year of the Ohio Experience-Based Career Education program (EBCE) for secondary students (primarily 9th and 10th graders). Evaluators interviewed school staff, present and former EBCE participants, and employers in the communities. Questionnaires were also used. In the final report, evaluators devoted one chapter to each school visit, and a further chapter to recommendations based on observations and conclusions from all six sites. It was recommended that (1) more widespread publicity be conducted so that all students hear about the Career Exploration (CAEX) program part of EBCE; (2) the program be expanded to include both brief and longer term explorations, such as internships, since the latter appealed to both students and employers; (3) greater care be taken in making transportation arrangements to and from work sites; (4) 11th and 12th graders be included, especially since many 9th and 10th graders are still too young to obtain much benefit from CAEX; (5) classroom teachers get more inservice training; (6) greater effort be made to involve parents; (7) more extensive orientation and familiarization efforts be made for employers; (8) ideally, there be one staff person per school district responsible for the program. (CP).

ED 179 725 CE 023 237

Pathfinder Project: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career Educational Opportunities. Final Report.
South Dakota Career Education Project, Watertown
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G087600114
Note—75p. ; Not available in paper copy due to light and broken type; For a related document see ED 146 358
Pub Type—Reports—Descriptive (141)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Exploration, *Career Guidance, *Experiential Learning, *Out of School Youth, Academic Achievement, Basic Skills, Community Cooperation, Counseling, Enrichment Activities, Field Experience Programs, High School Equivalency Programs, Program Evaluation, Self Evaluation, Vocational Interests
Identifiers—Experience Based Career Education, Project Pathfinder, South Dakota

A three-year project was undertaken to provide community-based career experiences and guidance to out-of-school youth over sixteen in South Dakota. The project, called Pathfinder, aimed to serve mostly (not exclusively) young people who (1) were undecided or completely unaware of career preference, (2) needed to acquire basic and life skills, and (3) wished to explore careers through on-site experience. In phasing in the thirteen-cluster structure, Pathfinder established close collaboration with the local work communities to afford participants a broad range of experience and visible alternatives to the extensive youth out-migration from the state. Participants were assisted, through counseling, testing, and self assessment activities, in identifying one or two career clusters of interest and in setting their own goals, with no time limitation on enrollment in Pathfinder. Collaborating schools in the state vocational-technical system made courses and training available to participants. Major program activities included career enrichment for disadvantaged youth, guidance information, hiring of a math improvement aide at a local institution, an equality workshop, help with basic skills improvement through high school equivalency study, and counseling to all enrolled. A third-party evaluation concluded that the program had been highly successful, having served 330 people including youth, mid-life career changers, and displaced homemakers. (Third-party evaluation report appended.) (CP)

ED 179 726 CE 023 238

Career Education: Planning, Learning, Understanding, Succeeding—CE+. Final Report, September 1, 1976, to August 31, 1979.
North Dakota State Board for Vocational Education, Bismarck
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—G087600113
Note—207p. ; For a related document see ED 150 290 ; Contains colored pages which may be unclear
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC09 Plus Postage
Descriptors—*Basic Skills, *Career Exploration, *Experiential Learning, *Job Skills, *Program Effectiveness, *Work Experience Programs, Academic Achievement, Career Education, Decision Making Skills, Demonstration Programs, Grade 9, Grade 10, Inservice Education, Job Search Methods, Material Development, Program Development, Program Evaluation, School Counseling, Secondary Education, Student Attitudes, Vocational Maturity, Work Attitudes
Identifiers—Experience Based Career Education

A project is reported and evaluated which provided experience-based career education opportunities for grades 9 and 10 in Minot, North Dakota, through Career Education PLUS (Planning, Learning, Understanding, Succeeding), an alternative education program. Focus of the evaluation is on the project objectives: to provide students with (1) training in basic and job entry skills, (2) opportunties to develop good study habits, decision making and job search skills, and a positive work attitude, and to explore and become aware of career choices, and (3) continual guidance. The two sections of the report—the third year (1978-79) and the total project (1976-79)—are parallel in structure. Following a product evaluation by analysis of covariance is a description of major activities and events, including parent orientation, informational mini-fairs for students and parents, program and materials improvement, advisory board meetings, and teacher workshops. Recruitment and transportation problems and publicity and dissemination activities are then discussed. Project evaluation focuses on objectives in the process (life, basic, and career skills) and product (student outcomes and parents', students', and employers' perceptions) phases. An implementation evaluation monitored the management plan. Staff development through project staff, faculty, and administration and employer instructor inservice are discussed. Materials in the appendixes include analysis of covariance data; student, employer, and parent opinion surveys; and follow-up questionnaire. (YLB).

ED 179 727 CE 023 242

Kraska, Marie F.
Local Vocational Education Agencies and Professional Personnel Development.
Pub Date—79
Pub Type—Reports—Descriptive (141). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Comprehensive Programs, *Inservice Teacher Education, *Needs Assessment, *Staff Development, *Vocational Education Teachers. Behavioral Objectives, Certification, Competency Based Education, Educational Needs, Educational Objectives, Individualized Programs, Job Skills, Personnel Evaluation, Program Development, Student Needs, Technical Education, Two Year Colleges
Identifiers—Dalton Junior College GA

Dalton Junior College, Georgia, has developed a comprehensive staff development plan for professionals in the vocational-technical division to relate student needs to professional competencies and meet certification requirements. The plan consists of a rationale or stated need and general goals, policies, and procedures. As a component of the plan, local school goals were related to student needs in the form of twenty-two student goals. Additionally, improvement practices designed to meet student goals were written as teacher and administrator objectives and divided into seven categories of general competencies. Identified in the next section of plan were operating policies, procedures, and special considerations followed by a section addressing educational personnel needs assessment. Specific procedures in the preparation phase of the plan were established and cer-

tification records were signed by the director once these procedures were completed. A system for on-the-job assessment was also established. Training agreements, developed cooperatively, were designed to assist in developing competencies to match indicated needs. There are advantages for schools who do develop a comprehensive plan, such as constancy in some procedures for different activities and the identification of policies and objectives prior to training activities. A comprehensive plan must still be designed to accomodate the needs of the school system where it will be used. (FP).

ED 179 728 CE 023 246

Campbell, Clifton P.

Vocational Education to Meet the Needs of a Changing Saudi Arabia.

Pub Date—79

Pub Type—Speeches, Conferences Papers (150). Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Competency Based Education, *Educational Development, *Educational Improvement, *Program Development, *Vocational Education. Curriculum Development, Educational Needs, Industrialization, Labor Needs, Learning Modules, On the Job Training, Residential Schools, Skilled Workers, Vocational Training Centers

Identifiers—Saudi Arabia

Faced with sizable oil revenues and the need and desire to expand and diversify its industrial potential, Saudi Arabia is improving its vocational training efforts and attempting to involve as many of its citizens in vocational training programs as possible. At present, Saudi Arabia is having to import skilled workers to keep up with necessary industrial development. An expansive building program has been initiated involving construction of ten new residential training complexes and expansion and renovation of sixteen others. Annual capacity for trainees will increase from 3,000 to 9,700 by 1982. Job-oriented, competency-based instruction is being implemented to accomodate a variety of needs and to provide an effective use of training time and resources. Instructional packages with accompanying audio visuals are being developed for use with capital intensive labor saving equipment. Developmental testing will be performed on these packages before implementation. An instructor-development program will upgrade instructor skills and help assure successful program implementation. Not restricted to entry level and pre-employment programs, the Saudi Arabian vocational training program will also include a comprehensive on-the-job training program so workers may update their skills. (Figures illustrating the location of training centers and planned complexes are included.) (FP).

ED 179 729 CE 023 250

Warren, Sue Allen Gardner, David C.

Vocational Training for Disabled Students. A Handbook on Assessment.

Blue Hills Regional Technical School, Canton, Mass. Boston Univ. Mass. Dept. of Business and Career Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007500558

Note—66p.; For related documents see CE 023 251-257

Pub Type—Reports—Evaluative/Feasibility (142). Reports—Research/Technical (143). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Handicapped Students, *Predictive Measurement, *Success, *Testing, *Test Selection, *Vocational Education, Aptitude Tests, Experience, Guidelines, Interest Inventories, Secondary Education, Test Validity

The Vocational Instruction, Training and Assessment (VITA) Project conducted a study to determine whether a battery of tests used with a sample of handicapped students enrolled in vocational education program(s) could aid in predicting success in vocational training. Procedures, instruments, and student samples were selected to provide data on (1) interest measures; (2) aptitude measures; and (3) short-term experiences within specific training programs. The sample consisted of ninth- and tenth-grade students from two different vocational-technical high schools. Among the findings are the following: (1) a large number of published tests seem to have potential usefulness with one or more of the handicapped populations (list provided); (2) the two most powerful predictors of class rank were IQ and handicapping condition; and (3) selection of measurement devices must be directly related to the questions one has (e. g. Can the student learn the skill? What interests does the student show that have implications for choice of training programs?). (This study is presented in the format of a handbook which also provides information on the purposes, utilization, and selection of vocational measurement instruments.) (BM).

ED 179 730 CE 023 251

Gardner, David C. Kurtz, Margaret A.

Project VITA: Graphic Arts Communication. A Picture Dictionary for Resource Room Instruction. Module I, Lessons 1-9. Teacher's Manual (and) Student Handbook.

Blue Hills Regional Technical School, Canton, Mass. Boston Univ. Mass. Dept. of Business and Career Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007500558

Note—92p.; For related documents see CE 023 250-257

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Dictionaries, *Graphic Arts, *Handicapped Students, *Resource Room Programs, *Vocabulary Development, Computer Graphics, Curriculum Guides, Individualized Instruction, Learning Modules, Pictorial Stimuli, Secondary Education, Shop Curriculum, Special Education, Teaching Guides, Vocational Education

Identifiers—Phototypesetting, Project VITA

This document contains module 1 of a picture dictionary for resource room instruction. The dictionary accompanies a phototypesetting curriculum designed to provide supplemental instruction to handicapped students who are mainstreamed in a regular vocational graphic arts program. Module 1 contains nine vocabulary lessons. Each lesson provides pictorial definitions and practice exercises for five graphic arts vocabulary words. A progress check on the identification of these words is found at the end of each lesson and at the conclusion of the document. (Each volume contains both a student and teacher's manual.) (BM).

ED 179 731 CE 023 252

Gardner, David C. Kurtz, Margaret A.

Project VITA: Graphic Arts Communication. A Picture Dictionary for Resource Room Instruction. Module II, Lessons 10-12. Teacher's Manual (and) Student Handbook.

Blue Hills Regional Technical School, Canton, Mass. Boston Univ. Mass. Dept. of Business and Career Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007500558

Note—47p.; For related documents see CE 023 250-257

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Dictionaries, *Graphic Arts, *Handicapped Students, *Resource Room Programs, *Vocabulary Development, Computer Graphics, Curriculum Guides, Individualized Instruction, Learning Modules, Pictorial Stimuli, Secondary Education, Shop Curriculum, Special Education, Teaching Guides, Vocational Education

Identifiers—Phototypesetting, Project VITA

This document contains module 2 of a picture dictionary for resource room instruction. The dictionary accompanies a phototypesetting curriculum designed to provide supplemental instruction to handicapped students who are mainstreamed in a regular vocational graphic arts program. Module 2 contains three vocabulary lessons. Each lesson provides pictorial definitions and practice exercises for five graphic arts vocabulary words. A progress check on the identification of these words is found at the end of each lesson and at the conclusion of the document. (Each volume contains both a stu-

dent and teacher's manual.) (BM).

ED 179 732 CE 023 253

Mika, Michelle A. Unsworth, Linda

Project VITA: Phototypesetting. Module I, Lessons 1, 2, and 3. Teacher Manual (and) Student Handbook.

Blue Hills Regional Technical School, Canton, Mass. Boston Univ. Mass. Dept. of Business and Career Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007500558

Note—57p.; For related documents see CE 023 250-257

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Graphic Arts, *Handicapped Students, *Learning Modules, *Resource Room Programs, *Shop Curriculum, Computer Graphics, Curriculum Guides, Individualized Instruction, Secondary Education, Special Education, Teaching Guides, Vocational Education

Identifiers—Phototypesetting, Project VITA

This document is the first of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 1 contains both a student and teacher's manual for lessons 1-3, which provide information on the functions of the paper feed key, start key, and return key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 1-3. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM).

ED 179 734 CE 023 255

Mika, Michelle A. Unsworth, Linda

Project VITA: Phototypesetting. Module III, Lessons 8, 9, and 10. Teacher Manual (and) Student Handbook.

Blue Hills Regional Technical School, Canton, Mass. Boston Univ. Mass. Dept. of Business and Career Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007500558

Note—59p.; For related documents see CE 023 250-257

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Graphic Arts, *Handicapped Students, *Learning Modules, *Resource Room Programs, *Shop Curriculum, Computer Graphics, Curriculum Guides, Individualized Instruction, Secondary Education, Special Education, Teaching Guides, Vocational Education

Identifiers—Phototypesetting, Project VITA

This document is the third of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 3 contains both a student and teacher's manual for lessons 8-10 which provide information on the functions of the cancel character key, cancel word key, and cancel line key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 8-10. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM).

ED 179 736 CE 023 257

Mika, Michelle A. Unsworth, Linda

Project VITA: Phototypesetting. Module V, Lessons 13, 14, 15, and 16. Teacher Manual (and) Student Handbook.

Blue Hills Regional Technical School, Canton, Mass. Boston Univ. Mass. Dept. of Business and Career Education

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—G007500558

Note—79p.; For related documents see CE 023 250-256

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051). Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Graphic Arts, *Handicapped Students, *Learning Modules, *Resource Room Programs, *Shop Curriculum, Computer Graphics, Curriculum Guides, Individualized Instruction, Secondary Education, Special Education, Teaching Guides, Vocational Education

Identifiers—Phototypesetting, Project VITA

This document is the fifth of five curriculum modules containing instructional units for disabled students who need assistance in mastering the function keys for the ExecuWriter II, a phototypesetter manufactured by Compugraphics of Wilmington, Massachusetts. The purpose of these modules is to provide supplementary instruction on an individualized or small group basis. All the modules are designed for use in a resource room by special educators as supportive instruction for vocational shop curricula. Module 5 contains both a student and teacher's manual for lessons 13-16, which provide information on the functions of the full space key, half space key, one-third space key, and one-eighteenth space key. Each lesson also includes exercises for practicing each key and a progress check. At the end of the module is a practice exercise using all the keys presented in lessons 13-16. The teacher's manual provides information sheets, teaching strategies, student objectives, and evaluation keys for each lesson. (BM).

ED 179 737 CE 023 259

Oscarson, David J. Finch, Curtis R.

Adoption-Proneness Among Trade and Industrial Teachers as Measured by Cluster Analysis.

Pub Date—79

Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Adoption Ideas, *Change Agents, *Predictor Variables, *Teacher Characteristics, *Trade and Industrial Teachers, Cluster Analysis, Diffusion, Educational Innovation, Individual Characteristics, Secondary Education, Tables Data, Teacher Attitudes

A study to identify methods most influential in determining the acceptance and use of educational innovations examined variables associated with adoption-proneness of trade and industrial teachers. Phase 1 determined predictor variables for adoption-proneness through application of multiple linear regression to personal characteristics (including Rokeach Dogmatism Scale scores) of 202 secondary vocational teachers from four school districts in Virginia. In phase 2, trade and industrial teacher scores were partitioned from the study and subjected to cluster analysis to determine which members had similar characteristics. Mean scores for adoption-proneness were calculated for each cluster, based on the identified five predictor variables from phase 1, and then examined vis-a-vis cluster profiles. Four sub-clusters were identified, based on the amount of influence members felt should be exerted by academic teachers on vocational teachers' classroom procedures. In phase 3, a survey was administered to a sample of teachers from two states for comparison purposes. Cluster analysis (1) indicated that there exist unique groups within each sample, several with similar profiles, and (2) gave additional insight into characteristics of adoption-prone teachers. Results suggest that large scale adoption of innovative practices could be enhanced by involving adoption-prone groups which, once identified, could be encouraged to lead inservice activities and use innovations. (Data analysis tables are appended.) (CP).

ED 179 738 CE 023 262

Hamilton, James B. Harrington, Lois C.
Review and Synthesis of Teacher Competencies to Serve Special Needs Students.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—79
Pub Type—Information analyses/State-of-the-Art Materials (070). Reports—Research/Technical (143). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Competence, *Competency Based Teacher Education, *Special Education, *Special Education Teachers, Curriculum Development, Educational Needs, Exceptional Persons, Learning Modules, Nondiscriminatory Education, Skill Development, Vocational Education

In developing modules for training vocational educators in nondiscriminatory practices, the authors of this paper saw a need for a new approach to competency identification—one that would enable teachers to use skills generalizable across many areas. A detailed review of the literature, from which twenty major project studies in competency identification were chosen for closer analysis, revealed problems in this area. Many competencies identified, for instance, lacked specificity; there was a high level of duplication of competencies across special needs areas, yet none of the lists encompassed all the special needs groups now appearing in vocational classrooms. Hence, the authors' approach to module development included the following: (1) competencies were identified from scratch using the DACUM (Develop a Curriculum) method and adopting a national perspective; (2) the 384 competencies identified, at a high level of specificity, were clarified and combined to produce a single list for teachers working with all special needs students; (3) the list was submitted to verification panels to be ranked; (4) the competencies were grouped into major areas of application. Each of the fifteen modules to be developed covers a skill applicable across special needs (and 'normal') groups. The vocational teacher can be assisted in serving all students, mainstreamed or not, individually and effectively by acquiring these skills, such as 'Instructional Planning,' 'Student Evaluation,' 'Promotion of Peer Acceptance,' 'Materials Selection/Development,' or 'Special Instructional Techniques'. (Summary abstracts of the twenty studies are appended.) (CP).

ED 179 741 CE 023 281

Johnson, William R.
Abnormal Youth Employment and Imperfect Information. Final Report, September 1978-March 1979.
Virginia Univ. Charlottesville
Spons Agency—Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.
Report No.—ASPER/CON-78/0114/A
Pub Date—79
Contract—DOL-J-9-M-8-0114
Note—32p.; Prepared through the Department of Economics
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Reports—Research/Technical (143)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Awareness, *Career Choice, *Occupational Mobility, *Unemployment, *Youth Employment, Employment Problems, Feedback, Income, Job Satisfaction, Job Search Methods, Models, Occupational Information, Self Concept, Vocational Interests

This paper examines the theoretical basis for 'excessive' job mobility among certain groups of young workers that may lead to spells of unemployment and low lifetime earnings. An economic model of job findings by young workers is used to describe 'normal'behavior and 'pathological' cases of excessive job mobility and unemployment. Emphasis is on imperfect information, especially about the workers' own tastes and abilities. Theoretical results are derived by assuming that workers maximize expected earnings subject to the constraints facing them. By varying the givens of the problem (e. g. the degree or source of ignorance) the effects on job mobility and lifetime earnings are derived. The results show that ignorance about one's own tastes and abilities contributes to the duration of the high mobility period at the outset of a worker's worklife. The assumption that information about the labor market is generated by the young worker's social milieu, his parents, and neighbors is examined. A feedback effect may exist by which the low level of labor market achievement of one generation of workers restricts the information available to the next generation, which reduces the attainment of the next generation. In this case, there is a low attainment 'trap' which may be hard to break out of. (Author).

ED 179 742 CE 023 288

Zaner, John A.
Industrial Arts in Maine—1978. A Report of the Findings of a Survey of Industrial Arts Teachers.
Maine Univ. Portland-Gorham. Center for Research and Advanced Study
Pub Date—78
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Industrial Arts Teachers, *Teacher Attitudes, *Teacher Characteristics, *Teacher Education, *Teacher Education Curriculum, Curriculum Development, Curriculum Evaluation, Educational Practices, Educational Trends, Higher Education, Industrial Arts, Questionnaires, State Surveys
Identifiers—Maine

A state survey of Maine industrial arts teachers sought to describe current curriculum attitudes and practices for use in developing teacher training curriculum at the University of Maine and to pursue the impact of Title IX (sex discrimination) legislation, new university faculty, and state and national curriculum efforts. One hundred randomly selected teachers were surveyed using a mailed questionnaire (appended). Data was tabulated and analyzed by question yielding a profile that covers the following: years teaching industrial arts, grades taught, subject taught, teaching period length, periods per class per week, course length, undergraduate and graduate education, use of state curriculum guide, kinds of laboratory activities, rating of undergraduate preparation, attitude toward subject, provisions for learning disabled and for girls in classes, career guidance of students, and most serious teaching problems. Specific recommendations were to consider undergraduate curriculum revisions to reflect trends, strengthen study of discipline and low ability students, and conduct further research on content and objectives of industrial arts taught for use in teacher education curriculum development. (FP).

ED 179 746 CE 023 402

CETA-Education Collaboration Issues in Three States, Volume I.
National Association of State Boards of Education, Washington, D.C.
Spons Agency—Department of Labor, Washington, D.C.
Pub Date—79
Contract—DOL-99-8-1891-33-47
Note—69p.; Not available in paper copy due to thin, light type; For a related document see CE 023 403
Available from—National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W. Washington, D.C. 20001 ($5.00)
Pub Type—Reports—Descriptive (141). Reports—Research/Technical (143)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Administrative Organization, *Agency Cooperation, *Coordination, *Educational Administration, *Statewide Planning, *Vocational Education, *Youth Programs, Career Education, Cooperative Planning, Cooperative Programs, Credits, Educational Finance, Educational Policy, Federal Programs, Job Training, Postsecondary Education, Secondary Education, Work Experience, Youth Employment
Identifiers—Comprehensive Employment and Training Act, Louisiana, Maryland, Minnesota, Youth Employment and Demonstration Projects Act

Task force activities in three states regarding Comprehensive Employment and Training Act (CETA) and education collaboration activities on three policy issues are summarized. Focus is on three specific issue areas in three states: academic credit for work experience (Maryland), educational components of CETA (Louisiana), and administrative requirements of CETA (Minnesota). The six-step collaborative process used in each state is outlined: problem identification, goal-setting, establishment of time frames, group seeks informa-

tion, constituency input, and progress report. The specific activities are described together with corresponding outcomes. In addition, the report presents an overview of the governance structure of the education community at the state level and of educational governance of specific CETA-education issues in each of the project states. The information found in the appendixes, amounting to one-half of the report, includes summaries of copies of the products developed by each state (policy statements, state board of education resolutions, position papers, reports, and handbooks) and organization charts and directories of key contacts in the education, employment, and training governance structure in the three project states. (YLB).

ED 179 747 CE 023 403

Meyers, Russell W. And Others

Educational Governance and Youth Employment Issues, Volume II.

National Association of State Boards of Education, Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—79

Contract—DOL-99-8-1891-33-47

Note—90p. ; The section of charts will not reproduce well due to small, broken type; For a related document see CE 023 402

Available from—National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W. Washington, D.C. 20001 ($6.00)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Administrative Organization, *Decision Making, *Educational Administration, *Educational Policy, *Policy Formation, * *State School District Relationship, Boards of Education, Certification, Curriculum Development, Elementary Secondary Education, Governance, Graduation Requirements, Guidance Programs, Postsecondary Education, School Personnel, State Boards of Education, State Standards, Vocational Education

Identifiers—Comprehensive Employment and Training Act

This second volume of a report on Comprehensive Employment and Training Act (CETA)-education collaboration focuses on educational governance and employment issues. Part I outlines the education governance structure as it exists at state and local levels. Since the primary focus is on public education at the elementary and secondary school levels, the governance of higher education (the vocational education system and community college) is described, but in less detail. The four most common forms of state governance structure are identified as well as some less common forms. It is concluded that these 'models' reflect variations in answers to the questions of how the Chief State School Officer (CSSO) and the State Board of Education (SBE) members are selected and what the structural relationships between the governor, SBE, and the CSSO are. Part II gives detailed information on the role of the different levels (state and local boards) in setting the standards in specific issue areas and providing the framework for them to be carried out. Using extensive charts recently published (1978) by the National Institute of Education, a state-by-state analysis is given of four issues: curriculum, guidance and counseling, secondary school graduation requirements, and educational personnel certification standards. (YLB).

ED 179 748 CE 023 404

Blank, Rolf

Academic Credit for Work Experience in Maryland.

Kirschner (E. J.) and Associates, Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C. National Association of State Boards of Education, Washington, D.C.

Pub Date—79

Contract—DOL-99-8-1891-33-47

Note—71p. ; Some pages in this document will not reproduce well due to faint and blurred type

Available from—National Association of State Boards of Education, 526 Hall of the States, 444 North Capitol Street, N.W. Washington, D.C. 20001 ($6.00)

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Agency Cooperation, *Cooperative Programs, *Credits, *Work Experience, *Youth Programs, Board of Education Policy, Career Education, Case Studies, Coordination, Educational Cooperation, Educational Policy, Experiential Learning, Postsecondary Education, Prior Learning, Program Descriptions, School Districts, Secondary Education, State Action, State Standards, Vocational Education

Identifiers—Comprehensive Employment and Training Act, Maryland, Youth Employment and Demonstration Projects Act

The state of Maryland is the subject of this case study on the awarding of academic credit in local educational agency (LEA)-Comprehensive Employment and Training Act (CETA) programs. Three focuses of the report are descriptions of the existing LEA-CETA programs in Maryland that award academic credit and the related local policies and practices, the barriers to awarding credit for LEA-CETA programs, and identification of needed policies or actions at the state or local level that would facilitate awarding credit. The state-local relationship of CETA-LEA youth programs which are principally supported by funds designated under the Youth Employment and Demonstration Projects Act (YEDPA) is discussed in terms of four of the five CETA prime sponsors. The methods used by these programs for awarding academic credit can be roughly divided into three basic categories: program evaluation for credit, credit for prior experience, and experience designed for credit. Following a summary of the issues in the awarding of academic credit and the barriers to program development and operation, local and state actions which have already been taken are presented. Further actions to improve design and delivery of services are suggested. The appendixes include assessment and evaluation materials and program outcomes data of the prime sponsor programs. (YLB).

ED 179 754 CE 023 418

Holder, Birdie H.

A Study to Identify Resources and Establish Guidelines for the Elimination of Sex Discrimination and Sex Stereotyping Practices in Vocational Education Programs. Final Report, November 1, 1978 through September 30, 1979.

Nebraska Univ. Lincoln. Center for Business and Vocational Teacher Education

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln. Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Equal Education, *Program Improvement, *Remedial Instruction, *Sex Discrimination, *Vocational Education, Counselor Attitudes, Educational Opportunities, Guidelines, School Counselors, Secondary Education, Sex Role, Sex Stereotypes, Teacher Attitudes, Vocational Education Teachers

The purpose of this research project was to (1) identify vocational education program recruitment procedures and career counseling techniques which are free of sex discrimination and sex role stereotyping; (2) identify special remedial training requirements for nontraditional sex roles and develop for nontraditional programs appropriate procedures for scheduling, registering, and enrolling students; and (3) develop operational and implementation guidelines for elimination of sex bias and sex stereotyping. The project was conducted in five phases: reviewing literature to select survey instruments, selecting population to be surveyed, collecting and analyzing materials, developing guidelines and resources list, and conducting a second survey to compare the awareness levels of an experimental group with the control group to measure the effectiveness of the materials developed. Among the findings of the Attitude Toward Sex-Role Differentiation in Education survey was that counselors scored more liberal than the vocational teachers. Interviews with vocational educators indicated that all the teachers in their own area agreed that remedial help was needed for all nontraditional students entering their classes. (Appended material includes a proposal for the elimination of sex discrimination and sex stereotyping practices as they relate to vocational education, the survey instrument, and a resource file.) (LRA).

ED 179 755 CE 023 433

Larkin, John Martin, Barry

Testing and Evaluation Methods for the Maryland Plan Approach to Industrial Arts.
Maryland Vocational Curriculum Research and Development Center, College Park
Spons Agency—Maryland Univ. College Park. Dept. of Industrial Education.
Pub Date—79
Available from—Maryland Vocational Curriculum Production Project, Western Maryland Vocational Resource Center, P.O. Box 5448, McMullen Highway, Cresaptown, Maryland 21502
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Test Construction, *Testing, Behavioral Objectives, Guidelines, Guides, Industrial Arts, Observation, Sociometric Techniques, Student Evaluation, Tests

Developed specifically to aid teachers who are using or wish to use the Maryland Plan approach to Industrial Arts, this guide offers procedural information on testing and evaluation useful to any teacher interested in evaluating student performance. Focus is on how to develop test items based on instructional objectives; examples are included. Suggestions are given for evaluating student growth in the affective as well as cognitive domains, in line with the Maryland Plan's concern for the development of the whole person. The guide stresses diagnostic procedures to identify strengths and weaknesses in order to plan appropriately for student progress. Main topics covered are (1) building a data collection device; (2) sociometric devices (to furnish information on the classes' social structure and to determine specificity of interpersonal relationships in a class); (3) observational devices (including participation charting, anecdotal records, rating scales, and student self-evaluation); and (4) teacher-made tests (to enable coverage of broad areas of content in a short period of time). (CP).

ED 179 757 CE 023 446

Brown, Marjorie M.
A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content.
Wisconsin State Dept. of Public Instruction, Madison
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Content Analysis, *Curriculum, *Curriculum Development, *Home Economics Education, Curriculum Evaluation, Guidelines, Statewide Planning
Identifiers—Wisconsin

This four-part paper is designed to serve as a conceptual framework for use as a scheme in the selection and organization of content for the Wisocnsin home economics curriculum. In the introductory section the task to be accomplished is set forth and a framework established for the development of the paper. In section 2, attention is given to the nature of a conceptual scheme, its uses with respect to justifying curriculum content, and factors influencing the choice of a scheme for selecting and organizing the content of curriculum. Section 3 is devoted to the nature of home economics and implications for school curriculum content. Specific topics discussed include (1) the problem or orientation of home economics, (2) mode of inquiry appropriate for home economics, (3) a conceptual structure for home economics, and (4) implications of the nature of home economics for curriculum content. The final part of the paper summarizes by presenting decision-rules for the selection and organization of content. (LRA).

ED 179 760 CE 023 461

The Role and Status of Women Workers in the United States and Japan. A Joint United States-Japan Study.
Ministry of Labor, Tokyo (Japan). Women's and Minor's Bureau. Women's Bureau (DOL), Washington, D.C.
Pub Date—76
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-015-00050-3; $3.70)
Pub Type—Reports—Research/Technical (143). Numerical/Quantative data (110)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Comparative Analysis, *Employed Women, *Employment Problems, Academic Achievement, Attitude Change, Data Analysis, Employment Opportunities, Equal Opportunities Jobs, Fringe Benefits, Legislation, Reentry Workers, Salary Wage Differentials, Sex Discrimination, Sex Role, Status
Identifiers—Japan, United States

The purpose of this joint study is to review the situation of women workers in Japan and the United States, to accelerate efforts necessary for the improvement of their status, to contribute to the solution of the problem of women workers, and to promote mutual understanding and cooperation between the two countries. Divided into three sections, the first explores the problems of women workers in the United States: their status in terms of wage earning, racial balance, the job benefits, and educational qualifications; measures to benefit these workers (legislation, employment assistance, research, and organizations); and their current problems. The second section reiterates similar information for Japanese women. Each section, written by the respective governments, was reviewed and approved by both sides. The third section, "Looking to the Future," presents parallel statements by each country on eight items constituting areas in which action should be taken: broadening occupational opportunities; improving counseling, education and training of women; changing attitudes toward working women; problems of reentry into the work force; problems of women with dual responsibilities; implementation of laws prohibiting sex discrimination; reducing earning differentials between men and women; and increasing number of decision making positions for women. Appended are statistical data on women workers and related legislation for each country with explanations of surveys and terms. (FP).

ED 179 761 CE 023 464

Sork, Thomas J. Ed. And Others
Research and Investigation in Adult Education: 1976-1978 Register. Information Series No. 169.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—400-76-0122
Note—190p.; Not available in paper copy due to small type
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)
Pub Type—Reference Materials—Bibliographies (131). Collected Works—Serials (022)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Education, *Adult Learning, *Instructional Materials, *Professional Continuing Education, *Program Content, *Program Development, Annotated Bibliographies, Educational Media, Global Approach, Labor Education, Learning, Management Development, Personnel, Perspective Taking, Program Administration, Supervisory Training, Teaching Methods, Technical Education, Vocational Education
Identifiers—Information Analysis Products

This annotated bibliography provides a comprehensive listing of adult education research and investigation materials that were entered into the ERIC system during the period 1976-78. Containing 1,014 entries, the bibliography covers adult learning characteristics, program planning and administration, learning environments, instructional methods, curriculum materials and instructional devices, personnel and staffing, education of particular groups, program areas, professional and technical continuing education, management and supervisory development, labor education, occupational training, institutional sponsors, and international perspectives in adult education. Subject and author indexes are provided. (CT).

ED 179 762 CE 023 466

Niemi, John A. Ed
Viewpoints on Adult Education Research. Information Series No. 171.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National

Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—400-76-0122
Note—125p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.75)
Pub Type—Collected Works—Serials (022). Opinions/Personal Viewpoints/Position Papers/Essays (120). Collected Works—General (020)
EDRS Price—MF01/PC05 Plus Postage
Descriptors—*Adult Education, *Educational Research, *Lifelong Learning, *Research Projects, Older Adults, Opinions, Research Methodology
Identifiers—Information Analysis Products, Participatory Research

This collection of speeches and essays concerns various viewpoints on the subject of adult education research. The first paper, Lifelong Learning: Problems in Research (Apps), examines the viewpoint that the majority of research as now practiced is not consistent with the major assumptions in the field of adult education. The next essay, Participatory Research: Should It Be a New Methodology for Adult Educators? (Griffith and Cristarella), answers several questions about participatory research: (1) What is participatory research? (2) How does it compare with established methodologies? and (3) Should all adult educators be taught to carry out such research? The third paper, Participatory Research: Breaking the Academic Monopoly (Hall), also deals with the concept of participatory research, especially with its future directions. Next, Boshier presents a conceptual and methodological perspective concerning research on participation in adult education. Finally, Boyd re-examines basic conceptualizations of learning for the older adult learner. Each paper includes bibliographies concerning the author's subject matter. (CT).

ED 179 764 CE 023 472

Clyde, John S.
Computerized Career Information and Guidance Systems. Information Series No. 178.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—400-76-0122
Note—71p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($4.50)
Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Career Planning, *Computers, *Decision Making, *Information Systems, *School Counseling, *Systems Analysis, Adults, Career Development, Career Opportunities, High Schools, Junior High School Students, Postsecondary Education, Program Development
Identifiers—Information Analysis Products

This review of computerized career information and guidance systems begins with a discussion of the increase in computer systems in daily life. Part 2 examines the emergence of a national career information system program. The development of computerized systems that assist in career decision making is described in part 3. Part 4 provides descriptive information on leading computerized systems, comparing such elements as effectiveness, user populations, marketing services, and others. Part 5 reviews the literature on system research and evaluation for the following populations: junior/senior high school students, postsecondary students, and non-school adults. The review also contains charts illustrating the various elements of the different systems. Appended materials include proposed standards and self-evaluation guides for system assessment and a list of systems publications. (CT).

ED 179 765 CE 023 473

Thompson, Catherine, Comp
State Directory of Educational Dissemination for Adult, Career, and Vocational Education. Information Series No. 132.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—400-76-0122
Note—95p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.50)
Pub Type—Collected Works—Serials (022). Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Directories, *Federal Programs, *Information Dissemination, *State Agencies, *State Departments of Education, Adult Education, Bilingual Education, Career Education, Coordinators, Elementary Secondary Education, Literacy, Migrant Education, Research Projects, Vocational Education
Identifiers—Information Analysis Products, United States

This directory contains a compilation of contact persons for a number of state and federal agencies for dissemination of educational information. The lists include contact persons from all fifty states, Puerto Rico, American Samoa, Guam, and the Virgin Islands. Most addresses include phone numbers. The agencies are as follow: (1) National Association of State Education Department Information Officers; (2) chief state school officers; (3) State Dissemination Leadership Project representatives; (4) state facilitators for the National Diffusion Network; (5) State Dissemination Grants Program; (6) National Network of Centers for Bilingual Education; (7) State Liaison Representatives; (8) Elementary and Secondary Education Act Title IV state coordinators; (9) National Right to Read Effort; (10) State Research Coordinating Units directors; (11) contact persons for career education; (12) contact persons for vocational education; (13) contact persons for adult education; (14) Elementary and Secondary Act Title I Migrant State Coordinators. (CT).

ED 179 766 CE 023 474

Bhaerman, Robert D.
What 'First Generation' Research on Career Education Says to the Classroom Teachers—and Vice Versa. Information Series No. 179.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—79
Contract—400-76-0122
Note—30p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.35)
Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Education, *Educational Research, *Evaluation Criteria, *Evaluation Needs, *Program Effectiveness, Accountability, Curriculum Development, Educational Facilities, Evaluation, Evaluation Methods, Faculty Development, Intervention, Learning Activities, Performance Factors, Research Design, Research Problems, State of the Art Reviews
Identifiers—Information Analysis Products

Intended for the classroom teacher, this review of first generation career education research is based primarily on Edwin L. Herr's comprehensive review and synthesis, "Research in Career Education: The State of the Art" (ED 149 177). Herr's major findings have been summarized in a list of statements. For example, two of these statements are as follows: (1) successful programs tended to show considerable community involvement and the bringing together of students and working adults in some way, and (2) several studies indicated that parents are still the most influential factor in students' career develop-

ment. Several key observations also are presented regarding the impact and nature of the research conducted. The following are representative: attitudinal and affective outcomes, such as changes in self-concept, were achieved less commonly than cognitive content; there was little evidence that institutional effects were considered; and in many projects the conceptual framework was obscure, thus making it difficult to know what changes in students or in teachers could be anticipated. The remainder of this document focuses on comments and questions teachers might want to consider and to ask researchers. These questions are based on guidelines in "Ways to Evaluate Different Types of Career Education Activities: A Handbook of Evaluation Models" (Anita Mitchell, et al.). (BM).

ED 179 767 CE 023 475

Bhaerman, Robert D. Comp

Techniques and Strategies for Infusing Career Education into the Educational Program for Exceptional Children: Some Sample Resources. Information Series No. 181.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Pub Date—79

Contract—400-76-0122

Note—62p

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($3.80)

Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Career Education, *Educational Programs, *Exceptional Child Education, *Handicapped Students, Behavioral Objectives, Educational Resources, Educational Strategies, Learning Activities, Program Descriptions

Identifiers—ERIC, Information Analysis Products, Infusion Techniques

Resources to develop techniques and strategies for infusing career education into educational programs for exceptional children are examined in this paper. The first section, in question-and-answer format, deals with questions teachers have about career education infusion: definitions of terms, the significance of career education for handicapped students, and the ERIC system as a source of information. In the next section, abstracts of thirty-nine projects and programs in this area are presented. In the third section, five examples illustrate specific techniques and strategies: (1) a sample module; (2) bibliography; (3) suggested classroom activities; (4) behavioral objectives; and (5) a sample teaching unit. The appendix explains how to find documents in the ERIC system. (CT)

ED 179 768 CE 023 477

Nelson, Helen Y.

Home Economics Education; A Review and Synthesis of the Research. Information Series No. 184.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio. Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—400-76-0122

Note—135p

Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($7.75)

Pub Type—Collected Works—Serials (022). Information analyses/State-of-the-Art Materials (070)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Consumer Education, *Educational Research, *Home Economics Education. *Occupational Home Economics, *Research Projects, *Teacher Education, Adult Education, Home Economics, Instructional Materials, Learning, Learning Processes, Postsecondary Education, Professional Training, Regional Schools, Secondary Education, Sex Stereotypes, Teaching Methods, Vocational Schools

Identifiers—Information Analysis Products

This review and synthesis of research on home economics education covers studies done during the period 1970-1978. Research reports cover the following topics: consumer-homemaking education, occupational home economics programs in the junior and senior high schools, postsecondary and outreach programs for adults, area vocational schools, and home economics teacher education. The review focused on those studies investigating significant problems which tested theoretically derived hypotheses, those which approached problems in an innovative manner, those which illustrated a continuity of research, those which tended to conceptualize problems, and those which test experimental or quasi-experimental designs. The studies are divided into the following sections: the professional education of teachers; professionalism in home economics education; learning processes and teaching methods; needs, characteristics, and interests of learners; curriculum and teaching materials; sex-role stereotyping; occupations in home economics fields; evaluation; responsiveness to needs for information; and recommendations for future research. A list of references concludes the document. (CP).

ED 179 770 CE 023 479

Albright, Leonard

Administering Programs for Handicapped Students. Professional Development Series, No. 3.

American Vocational Association, Washington, D.C. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio

Pub Date—79

Available from—Special Publications, American Vocational Association, 2020 N. 14th St. Arlington, VA 22201 (Order No. 10179, $3.00)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrator Responsibility, *Handicapped Students, *Individualized Programs, *Mainstreaming, *Program Administration, *Vocational Education, Access to Education, Community Involvement, Elementary Secondary Education, Guidelines, Handicap Identification, Individualized Instruction, Inservice Education, Nontraditional Education, Program Evaluation, Student Placement, Teacher Participation

Identifiers—Education for All Handicapped Children Act, Rehabilitation Act 1973, Vocational Education Amendments 1976

Intended as a primer for administrative action, this booklet gives the vocational adminstrator some basic guidelines and strategies for managing vocational programs and services for handicapped students and clarifies key concepts. The five sections each address one of the major concerns of an administrator: identifying students with handicaps, the individualized education program (IEP), student placement, monitoring and evaluating special services, and managing human resources. Definitions of the handicapped and nine categories of handicap offered in the 1976 vocational education legislation (Public Law 94-482) are provided as well as suggestions for establishing identification procedures (part 1). Detailed planning for each student is discussed in terms of the IEP—its definition, participants, teacher's contribution, and format, content, and process (part 2). Implications of student placement by the administrator into the least restrictive environment are discussed next, including placement alternatives, admittance requirements, and program accessibility (part 3). An IEP status reporting system is recommended to monitor the program, and a procedure for evaluating the effectiveness of services is presented (part 4). Active teacher involvement is emphasized as important for successful implementation of program ideas and new procedures (part 5). Organization, conduction, and funding of inservice programs are discussed. A brief note on effective advisory councils to expand education and employment opportunities follows. (YLB).

ED 179 771 CE 023 480

Peterson, Marla

Serving Handicapped Students in Vocational Education: A Guide for Counselors. Information Series No. 186.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—79
Contract—400-76-0122
Note—32p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.35)
Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022). Guides/Methods/Techniques—Non-Classroom Use (055)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Development, *Counselor Role, *Handicapped Students, *Individual Development, Career Exploration, Education Work Relationship, Federal Legislation, Job Application, Job Development, Job Placement, Parent Participation, Pupil Personnel Workers, Self Concept, Testing, Vocational Education
Identifiers—Information Analysis Products, Vocational Assessment

This paper discusses some of the specialized knowledge, role expansion, and guidance and counseling techniques designed to help school counselors and other school personnel assist handicapped students with their life development. A section on pupil personnel service workers examines the necessity for such workers and the federal laws affecting education programming. The section on career development is divided into discussions of personal-social development needs (such as realistic work experiences) of handicapped individuals. The next section explores five elements of vocational assessment: (1) the importance of vocational assessment; (2) parents as partners in the assessment process; (3) federal laws and testing requirements; (4) special considerations for testing the handicapped; and (5) the role of the counselor. This section also includes short descriptions of ten vocational evaluation systems. The final section explores the transition from school to work, including suggestions concerning job seeking, job development, job placement, and job follow through. (CT).

ED 179 772 CE 023 481

Vasa, Stanley F. And Others
Career Education for the Handicapped Child: A Guide to Parent Education Programming. Information Series No. 180.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—79
Contract—400-76-0122
Note—33p
Available from—National Center Publications, National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($2.35)
Pub Type—Information analyses/State-of-the-Art Materials (070). Collected Works—Serials (022)
EDRS Price—MF01/PC02 Plus Postage
Descriptors—*Career Development, *Career Education, *Delivery Systems, *Handicapped Students, *Parent Role, *Program Design, Information Sources, Job Application, Job Skills, Parent Child Relationship
Identifiers—Information Analysis Products

This paper explores the procedures utilized in developing a program model to assist parents of handicapped students in learning about their roles in enhancing the development of their children's skills and attitudes necessary for the work world. The first section discusses three basic assumptions about parents and their role in education: (1) their concern about their children; (2) their right to be involved in their child's educational program; and (3) their effectiveness as teachers. Questions that parents have about such topics as career education, parental support of the school, career development at home, parental support of their child's job selection and procurement process, and information resources are examined briefly in the next section. The third discusses a program delivery system, including such elements as program goals, duration, resources, and evaluation. Appended materials include six career education objectives for the handicapped child, suggested parent activities, a directory of organizations related to the handicapped, and a fact sheet concerning the problems faced by parents of handicapped children. (CT).

ED 179 774 CE 023 497

Spotts, Robert L. Hampson, Barbara Bednarz
National Directory of Experience-Based Career Education Programs.
Far West Lab. for Educational Research and Development, San Francisco, Calif
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Available from—EBCE Project/Far West Laboratories, 1855 Folsom Street, San Francisco, CA 94103 ($6.00)
Pub Type—Reference Materials—Directories/Catalogs (132)
EDRS Price—MF01/PC10 Plus Postage
Descriptors—*Career Education, *Career Exploration, *Experiential Learning, Demography, Demonstration Programs, Directories, Educational Objectives, Educational Programs, Enrollment, Models, National Surveys, Program Descriptions, School Statistics, Student Characteristics, Work Experience Programs
Identifiers—Experience Based Career Education, National Experience Based Career Education Assn

This directory of Experience-Based Career Education (EBCE) programs is designed (1) to facilitate communication among EBCE practitioners and potential adaptors by providing programmatic and demographic data about the programs implemented in schools across the country and (2) to serve the National EBCE Association as an initial listing of its membership. Following a brief history of the development and implementation of EBCE, programs are listed in two sections, each proceeded by an index. The first listing, by states, contains sketches on each project in which program, student, and community characteristics are itemized. Names and addresses of contact people are included. The second listing is by program characteristics: classification by source and fidelity of curriculum model, community settings, grade levels, proportion of student's curriculum in EBCE, type of credits available, and maximum length of enrollment. Profiles of the four laboratory-developed models, Appalachia Educational Laboratory, Far West Laboratory, Northwest Regional Education Laboratory, and Research for Better Schools, are included. Also appended is a list of EBCE program goals and the questionnaire used for collection of data. (FP).

ED 179 776 CE 023 499

Karmel, Peter
Youth, Education and Employment.
Australian Council for Educational Research, Hawthorn
Pub Date—79
Available from—Lawrence Verry, Inc. River Road, Mystic, Connecticut 06355 (ISBN-0-85563-203-8)
Pub Type—Reports—Research/Technical (143). Speeches, Conferences Papers (150)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Dropout Prevention, *Education Work Relationship, *Nontraditional Education, *Policy Formation, *School Holding Power, * *Youth Employment, Career Education, Counseling, Dropout Research, Dropouts, Full Time Students, Part Time Employment, Part Time Students, Public Policy, Secondary Education, Student Financial Aid, Unemployment, Withdrawal Education
Identifiers—Australia

To alleviate the economic problems of youth, the Australian Education Council has expressed the need for a comprehensive youth policy whose aim should be to provide young people with options in education, training, or employment. Facts show a declining rate of retention to completion of secondary schools for males due to the present low employment levels and increased unemployment benefits. Conversely, a sharper decline in full-time employment opportunities for females and a reluctance to accept unemployment benefits influences females to stay in school. Student enrollment directly from school at universities, colleges, and technical and further education (TAFE) institutions has declined; the shortage of jobs, less value placed on

degress, and unattractive scholarship plans act as disincentives. A decline in full-time employment is almost offset by an increase in part-time job opportunities but, unemployment benefit policies discourage part-time work. Full-time students hold most part-time jobs. A youth policy will provide options which will make unemployment the least acceptable alternative as full-time employment opportunities decrease. Success depends on (1) responsible schools teaching the basic skills, (2) a counseling system emphasizing pastoral care, (3) a rationalized education and training allowance scheme, (4) institutional responsiveness, and (5) work opportunities. Too hasty emphasis on the role of vocational education and TAFE should be avoided. (YLB).

ED 179 777 CE 023 506

A Guide to Coordinating CETA/Vocational Education Legislation Affecting Displaced Homemaker Programs.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C. Women's Bureau (DOL), Washington, D.C.

Pub Date--79

Pub Type—Legal/Legislative/Regulatory Materials (090). Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Agency Cooperation, *Cooperative Programs, *Coordination, *Displaced Homemakers, *Federal Legislation, *Vocational Education, Adult Education, Employment Services, Federal Aid, Federal Regulation, Guides, Homemakers, Human Resources, Planning, Research, Resource Allocation

Identifiers—Comprehensive Employment and Training Act

To assist CETA (Comprehensive Employment and Training Act) prime sponsors, vocational educators, planning councils, and service deliverers in coordinating resources, this guide is offered as a help in meeting the needs of displaced homemakers who are eligible for services. It furnishes an overview of federal legislation covering displaced homemakers, followed by a discussion of the legislation's purpose, of funding, of eligibility criteria, advisory councils, services, and research. The guide gives the actual wording of relevant legislation along with definitions of terms. There is a review of CETA reauthorization, with a focus on its special provisions for women, and of CETA amendments. Excerpts from the reauthorization legislation and regulations, together with definitions, are included. (CP).

ED 179 778 CE 023 510

Billman, Lynne

Displaced Homemakers: A CETA Program Model, Fitchburg, Massachusetts.

Women's Bureau (DOL), Washington, D.C.

Pub Date—78

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00542-4)

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Adjustment to Environment, *Displaced Homemakers, *Homemakers, *Vocational Adjustment, Adult Basic Education, Adult Counseling, Job Placement, Peer Acceptance, Role Models, Self Evaluation, Skill Development, Work Attitudes, Work Experience Programs

Identifiers—Comprehensive Employment and Training Act

Divorced, widowed, or separated women need help in three basic areas in the transition from sheltered home life to the world of work: (1) in recognizing their own interests and abilities; (2) in obtaining up-to-date, salable skills; and (3) in finding support services, such as counseling, job placement, peer group support, and role models. A Homemakers Re-entry Program (HRP) addressing these needs was developed using CETA (Comprehensive Employment and Training Act) funding. It enrolled groups of women every three months following an assessment and testing preselection phase. The HRP, stressing individual development rather than skills development per se, involved orientation for self-assessment and study of career options, a work experience component consisting of two two-month stints working for nonprofit agencies, and a final two-week job-readiness seminar or series of workshops. Some women chose basic education or other training prior to the work experience, and some were referred to CETA for courses following graduation from the HRP. Weekly seminars and peer support continued throughout the five-month HRP. As-yet incomplete evaluation of HRP's model (i. e. first-year operation) indicates considerable success, although low job retention of graduates is troublesome. Increased counseling and followup services should accompany program continuation. (Relevant evaluation forms, agendas, and questionnaires are appended.) (CP).

ED 179 779 CE 023 517

Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education. 1979 Update.

American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date—79

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Abstracts, *Curriculum Development, *Industrial Arts, *Resource Materials, *Teacher Education, Educational Innovation, Elementary Secondary Education, Instructional Materials, Program Descriptions, Program Development, Program Evaluation, Teaching Methods

This 1979 supplemental update of "Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education" contains twenty-six two-page abstracts, each including title of activity, department/division, institution/organization, city and state, director(s) of activity, dates initiated and concluded, sponsoring/funding agent, descriptors, purposes/goals/objectives, progress to date, future plans, project publications, and sources of available information. Instructions for incorporating the abstracts and the descriptor index into the original documents are included. (LRA).

ED 179 780 CE 023 519

Stevenson, William W.

Vocational Education Evaluation: Problems, Alternatives, Recommendations. Research and Development Series No. 182.

Ohio State Univ. Columbus. National Center for Research in Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—300-78-0032

Note—61p

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210 (order no. RD-182; $4.50)

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Collected Works—Serials (022)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Educational Assessment, *Problems, *Problem Solving, *Program Development, *State Programs, *Vocational Education, Communication Thought Transfer, Evaluation Methods, Information Utilization, Program Effectiveness, Program Evaluation

Sixteen vocational education evaluation problems which indicate the present situation in the states are discussed, and alternative solutions to them are suggested in this report. Each problem represents a situation that should be remedied or a need that must be met and was found to be common to a number of states attempting to develop or improve their system of vocational education evaluation. Both the problems and alternative solutions are largely drawn from (1) the personal experience of the author in implementing and operating a state evaluation system; (2) the experience of providing technical evaluation assistance to several states; (3) consultation, conversation, and survey of a number of state evaluation coordinators; and (4) the input of the author's evaluation colleagues. Problems are operational, procedural, and content-oriented. More specific topics concern follow-through, communication of results, systemization of evaluation efforts, employer cooperation, information utilization, effectiveness of the evaluation system, and emphasis on outcome evaluation. Following a discussion of each problem, two to six alternative solutions are listed with their respective advantages and disadvantages. Recommendations and observations specific to the problem and its alternatives

then follow. (YLB).

ED 179 781 CE 023 521

Allen, Edward K.

A Study of the Relationship of Teacher Enthusiasm to Salient, Selected Variables Influencing Achievement in the Vocational Laboratory. Final Report.

Temple Univ. Philadelphia, Pa

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education

Pub Date—79

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Academic Achievement, *Learning Motivation, *Student Motivation, *Teacher Influence, *Teaching Styles, Attendance, High School Students, Intelligence, Secondary Education, Student Attitudes, Student Evaluation of Teacher Performance, Teacher Behavior, Teacher Characteristics, Teacher Effectiveness, Vocational Education, Vocational Education Teachers

Identifiers—Teacher Enthusiasm

A study addressed the question, 'If a teacher exhibits enthusiasm while instructing, what will be the effect upon measures relating to student achievement'? Student variables studied in relationship to teacher enthusiasm were (1) attendance; (2) interest in school and in the particular subject; (3) educational motivation; and (4) student rating of vocational teachers. The literature suggests these factors are related to some extent. Methodology involved having forty-three in-service vocational teachers submit two fifteen-minute videotaped teaching sessions wherein trained raters could assess the independent variable of teacher enthusiasm using eight carefully described criteria. Students at those sessions were tested, using appropriate instruments, for the selected factors, and a Product-Moment correlation statistic was used on the data. Conclusions, based on data analysis, were that no significant correlation exists between teaching enthusiasm and the selected factors with the exception of student rating of instructors, where the coefficient was marginally significant. (CP).

ED 179 784 CE 023 528

Neely, Margery A. And Others

Manual and Guide: Analogous Competency Assessment.

Kansas State Univ. Manhattan. Coll. of Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—78

Contract—G007701926

Note—111p. ; Some pages will not reproduce well due to light and broken type

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055). Reports—Research/Technical (143)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Administrator Qualifications, *Educational Administration, *Experiential Learning, *Guides, *Job Skills, *Material Development, * *Portfolios Background Materials, Administration, Administrators, Communication Thought Transfer, Decision Making Skills, Educational Planning, Females, Informal Assessment, Leadership, Vocational Education, Volunteer Training

To assist women who aspire to vocational administrative positions but lack the required work experience, a guide was developed to build an administrative competency portfolio for presentation of abilities acquired through unpaid or volunteer experiences and paid work experiences where administrative responsibilities were present but not obvious from job title. To provide a basic format for the portfolio, the five administrative dimensions of goal-setting and planning, organizational management, communication, decision making, and demonstrated leadership ability were identified through job descriptions, literature review, and consultation. Validity and reliability were demonstrated through a field test of the guide in which eight self-selected women developed portfolios which were then rated by twenty-four administrators. Six of the women also attended a workshop where they completed standardized measures and were rated on competencies observed in simulation exercises. The four-point guide includes exercises and worksheets to build the portfolio through identification of skills and knowledge, articulation (communication of level of competency), documentation, and organization. Sections of the finished portfolio (a supplement for traditional resumes and application forms) are narrative, competency profile sheet, table of contents to life experiences and documentation items, and individual life experience description supported by items of documentation. The "Guide: Administrative Competency Portfolio" is appended. (YLB).

ED 179 785 CE 023 531

ISSOE. Field Test—Prototype Student Reporting System for ISSOE. Final Report, Findings and Recommendations.

Cornell Univ. Ithaca, N.Y. Inst. for Research and Development in Occupational Education

Spons Agency—New York State Education Dept. Albany. Div. of Occupational Education Supervision

Pub Date—79

Contract—79-3C-889GS

Note—113p. ; For a related document see ED 170 513

Pub Type—Reports—Evaluative/Feasibility (142)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Competency Based Education, *Data Processing, *Program Evaluation, *Student Evaluation, *Student Records, *Vocational Education, Academic Achievement, Bibliographies, Information Utilization, Job Skills, Literature Reviews, Needs Assessment, Teacher Participation, User Satisfaction Information

Identifiers—Instructional Support System Occupational Educ

A prototype manual Instructional Support System for Occupational Education (ISSOE) student reporting system (SRS) developed in 1977-78 (see note) was field tested to determine the feasibility of collecting data on student progress from teachers, processing it at a central location, and returning student informational forms to teachers and students. A review of literature relevant to the development of the SRS, administrator and teacher orientation meetings, and needs assessment meetings with teachers were conducted prior to actual data collection. The field test involved 335 students in eleven auto mechanics and fourteen office practice programs. Once each reporting period teachers indicated individual student performance levels for completed ISSOE competencies matched to Dictionary of Occupational Titles (DOT) job titles. The data was processed at the Cornell Institute for Occupational Education, then returned on informational sheets to students, teachers, administrators, and guidance personnel. Their responses and those of others in the education and work communities were solicited in interviews and meetings. Responses were generally positive. Appendixes, amounting to one-half of the report, include recommended student reporting forms; ISSOE competencies matched to DOT job titles (automotive and office); agendas for administrator and teacher meetings; and minutes of the employers' conference. (YLB).

ED 179 787 CE 023 536

Franklin, Paul L.

The Comprehensive Employment and Training Act: A Guide for Educators.

College Entrance Examination Board, New York, N.Y.

Pub Date—79

Available from—College Board Publications Orders, Box 2815, Princeton, New Jersey 08541 ($6.50)

Pub Type—Guides/Methods/Techniques—General (050). Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Administrative Organization, *Federal Regulation, *Program Descriptions, *Program Development, Economically Disadvantaged, Federal Programs, Models, Program Evaluation, Resources, Work Experience Programs

Identifiers—CETA Amendments 1978, Comprehensive Employment and Training Act, Department of Labor

A description of the Comprehensive Employment and Training Act (CETA) precedes an examination of the CETA network. The three fold purpose of CETA is (1) to establish a flexible and decentralized system of federal, state, and local programs; (2) provide job-training and employment opportunities for the economically disadvantaged who are unemployed, underemployed, or attending secondary school, and (3) assure that training and other services will lead to maximum employment opportunities and enhance self-sufficiency. Further ex-

planation of the network includes a description of the prime sponsors of CETA, with emphasis on the state. A model for CETA implementation is included. The Department of Labor's role is related to CETA including a summary of federal requirements for program evaluation and reporting. A description of Title III and its administration follows. Special attention is given to Youth Employment and Demonstration Programs as one of the more successful CETA activities. Suggestions for obtaining funding conclude this section. The second section is a collection of summaries of program ideas. The third section suggests resources for learning more about CETA and contact points within the network. A chart illustrating employment and training administration organization follows. A description of CETA, a list of contacts and prime sponsors, and further resource materials are appended. (F).

ED 179 789 CE 023 538

Charters, Alexander N. Gschwender, Edward J.
Community Education: An Annotated Bibliography.
Clearinghouse of Resources for Educators of Adults, Syracuse, N.Y.
Spons Agency—New York State Education Dept. Albany. Div. of Continuing Education
Pub Date—79
Available from—CREA, 224 Huntington Hall, Syracuse University, Syracuse, New York 13210 ($10.00)
Pub Type—Reference Materials—Bibliographies (131)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Adult Education, *Adult Educators, *Community Education, *Community Resources, Annotated Bibliographies, Community Cooperation, Community Role, Community Services, Educational Resources

This fully annotated bibliography of over 1,000 documents and journal articles is compiled to assist educators, community organizations, and citizens interested in community education, whether in theory or in practice, by identifying relevant resources in the field. Citations originate in three abstracting systems: documents described in ERIC's (Educational Resources Information Center) Resources in Education (RIE), articles identified in ERIC's Current Index to Journals in Education (CIJE), publications reviewed by the Clearinghouse of Resources for Educators of Adults (CREA). Items are indexed under twenty-five subject headings: general, accreditation, administration, agencies, communications, comparative, counseling, evaluation, finances, foundations, futures, history, instruction, learning, legislation, lifelong learning, programs, program development, public relations, research, resources, statistics, students, teachers, and trends. (CP).

ED 179 790 CE 023 540

Warmbrod, Catharine P.
Business-Industry-Labor Involvement in Lifelong Vocational-Technical Education.
Ohio State Univ. Columbus. National Center for Research in Vocational Education
Pub Date—79
Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Adult Vocational Education, *Cooperation, *Education Work Relationship, *Lifelong Learning, *School Business Relationship, Business, Educational Needs, Educational Responsibility, Labor Education, Life Style, Retraining, Social Change, Work Attitudes

The knowledge explosion dramatizes the need for education throughout peoples' lives, while technological change in particular fuels business, industry, and labor's imperative to cooperate closely with education to prepare people for work. In order to obtain the training, retraining, upgrading, and recycling of persons and skills, changes in work and life patterns, as well as incentive, will be needed. Numerous factors are altering the heretofore standard linear life pattern—factors such as inequitable work distribution among the population's three major age groups, a sense of job stagnation of underutilization, sex-role changes, and people's desire to pursue several educational or career tracks. Cyclic life patterns offer some relief from pressures and problems of linear life pattern inflexibility, while also helping to deal with various social problems simultaneously. Possible academic-business cooperation in this area might include work leaves for education and flexitime to permit part-time, extended education. Educational institutions, in turn, must assess their courses, scheduling, and all factors affecting the way they meet adult learners' needs; they must encourage diversity of teaching and learning styles. Community colleges will need to help persons progressing in or changing careers. Business-industry-labor conferences, such as the one held at the National Center for Research in Vocational Education in 1978, can also help states to increase input into staff development and lifelong education for work. (CP).

ED 179 791 CE 023 542

Sheppard, Harold L.
Employment-Related Problems of Older Workers: A Research Strategy. R&D Monograph 73.
Employment and Training Administration (DOL), Washington, D.C.
Pub Date—79
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00386-6)
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC06 Plus Postage
Descriptors—*Employees, *Employment Problems, *Middle Aged Adults, Age, Career Change, Demography, Employed Women, Employment Patterns, Equal Opportunities Jobs, Labor Force, Minority Group Influences, Older Adults, Retirement, Socioeconomic Influences

Based on an extensive search of the available literature on older workers and their problems, this monograph provides a careful assessment of this literature and highlights some areas where additional research is needed. This report examines demographic changes likely to influence the size and characteristics of the older worker population in the last two decades of this century. A number of critical policy issues are expected to emerge as this sector grows in size and importance, and the report provides statistics and predictions related to those issues, such as (1) the expansion (or lack thereof) of employment opportunities; (2) age discrimination; (3) availability of health services for older citizens; (4) socioeconomic costs of supporting a relatively large retired population; and (5) retirement (both early and delayed) and retirement age policy. Other issues examined in the monograph include health, safety, and aging in the workplace; job performance and training of older workers; and part-time work and tapered retirement. Separate sections focus on the special problems of the older working woman, older minority group workers, and older rural workers. Other sections are devoted to such questions as employer practices, mid-career change, and relevant foreign programs and experiments. (CP).

ED 179 792 CE 023 547

Humer, Barbara
Mathematics and Solar Energy. Solar Energy Education Project.
Howell Township Board of Education, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Career Awareness, *Energy, *Mathematics Materials, Junior High Schools, Learning Modules, Secondary Education, Secondary School Mathematics, Solar Radiation

This learning module for use with junior high school students offers some basic career awareness in the energy field while covering some basic principles and aspects of energy use, such as vocabulary, basic electricity, energy efficiency, and home utility meter reading. Math problems are offered in volume and surface area, energy efficiency, electrical circuits, and work units (horsepower), accompanied by general commentary on occupations that might need such skills. (CP).

ED 179 793 CE 023 548

O'Brien, Alexander
Collecting Solar Energy. Solar Energy Education Project.
Howell Township Board of Education, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Energy, *Solar Radiation, Career Awareness, Junior High Schools, Learning Activities, Learning Modules, Scientific Concepts

This solar energy learning module for use with junior high school students offers a list of activities, a pre-post test, job titles, basic solar energy vocabulary, and diagrams of solar energy collectors and installations. The purpose is to familiarize students with applications of solar energy and titles of jobs where this knowledge could be applied. (CP).

ED 179 794 CE 023 549

Conover, Marie Ann
Solar Energy and Reference Skills. Solar Energy Education Project.
Howell Township Board of Education, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Energy, *Group Activities, *Language Arts, *Solar Radiation, *Student Research, Class Activities, Junior High Schools, Learning Modules, Library Skills, Scientific Concepts

This language arts learning module offers a structure to teachers for leading junior high school class activities to investigate solar energy, its origin, and effect. The module furnishes a pre-post test, a schedule for library and research work, a basic vocabulary list, and a bibliography. (CP).

ED 179 795 CE 023 550

O'Brien, Alexander
Crisis—Energy. Solar Energy Education Project.
Howell Township Board of Education, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)
EDRS Price—MF01 Plus Postage. PC Not Available from EDRS
Descriptors—*Energy, *Energy Conservation, *Government Role, *National Programs, * *Social Studies, Class Activities, Federal Regulation, Junior High Schools, Learning Modules, Units of Study

This learning module offers a five-hour class schedule for discussion and study of the overall U.S. energy system including resources, consumption rates, governmental plans and regulations, energy/conservation problems and techniques, and energy/conservation programs. The module includes a pre-post test, suggested class activities, a basic vocabulary list, and diagrammatic presentation of information. (CP).

ED 179 796 CE 023 553

Garland, Mildred Sullivan, Mary
A Study to Develop a Model Process for a Displaced Homemaker Center within a VTAE District. Final Report.
Wisconsin Univ.—Stout, Menomonie. Center for Vocational, Technical and Adult Education
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Pub Date—79
Pub Type—Reports—Evaluative/Feasibility (142)
EDRS Price—MF01/PC04 Plus Postage
Descriptors—*Community Centers, *Displaced Homemakers, *Human Services, *Models, * *Needs Assessment, *Program Development, Agency Role, Community Information Services, Community Involvement, Females, Program Evaluation, Surveys

Two surveys were developed in an effort to evolve a model process for setting up a displaced homemaker center, for determining how displaced homemakers are presently being served within a VTAE (Vocational, Technical, and Adult Education) district, and for identifying and then assessing the needs of a sample of displaced homemakers. The surveys aimed to identify such areas as job/career needs, immediate personal and economics needs, and data for classification. Data obtained from the sample led to the following conclusions: (1) displaced homemakers are presently underserved by VTAE districts; (2) those services most sought are support and educational programs which, though presently offered by VTAE districts, are underutilized by displaced homemakers; and (3) stronger recruitment procedures would increase use of, and enrollment in district programs. It is recommended that the process to set up a center involve (1) establishing a coordinating council; (2) conducting a community resource assessment using a standard questionnaire; (3) procedures to identify and then assess the needs of displaced homemakers, to be done by trained professionals; and (4) making data available to all willing to help such homemakers so as to encourage community participation. The center would, then, identify homemakers, keeping exclusive criteria to a minimum; would assess their needs, using a standard questionnaire; and would make up a client profile sheet and then formulate a training and employment plan for each individual. (CP).

ED 179 797 CE 023 564

Iverson, Maynard J. Brown, Ronald A.
The Role of High School Vocational Agriculture/Agribusiness Programs in the Occupational Success of Graduates. Research Report of a Southern Regional Study in Agricultural Education.
Southern Regional Education Board, Atlanta, Ga
Pub Date—79
Pub Type—Reports—Research/Technical (143)
EDRS Price—MF01/PC03 Plus Postage
Descriptors—*Agricultural Education, *Graduate Surveys, *Program Effectiveness, *Student Attitudes, *Vocational Education, *Vocational Followup, Employment Patterns, High Schools, School Role, Secondary Education, Success, Supervised Farm Practice
Identifiers—Alabama, Arkansas, Florida, Future Farmers of America, Georgia, Louisiana, Mississippi, North Carolina, Oklahoma, Texas, United States (South), Virginia

A study was conducted to determine the role of vocational agriculture/agribusiness programs in the occupational success of program graduates from the southern region. Cooperating researchers in ten southern states administered a two-page questionnaire by mail to a sample of 1974 graduates of high school vocational agriculture/agribusiness programs. The 1,252 respondents were primarily male, age 22-23, caucasian, from rural homes, employed in a nonagricultural job or farming, and earning over $10,000 annually. A majority of respondents completed three or four years of vocational agriculture and Future Farmers of America (FFA) activities, held the chapter farmer degree, and had several years of supervised experience programs. Experiences in vocational agriculture/agribusiness received high ratings from the graduates. They were in less agreement about teacher assistance, but highly supportive of specific program functions. Ninety-two percent said they would enroll again if they had it to do over. (Eleven recommendations made by the researchers and an annotated bibliography are included.) (Author/LRA).

ED 179 798 CE 023 567

Hudson, C. Jordan
Computer Assisted Instruction in Agricultural Education.
Pub Date—79
Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052). Speeches, Conferences Papers (150)
EDRS Price—MF01/PC01 Plus Postage
Descriptors—*Agricultural Education, *Computer Assisted Instruction, Computer Programs

Computer Assisted Instruction (CAI) is discussed briefly as it might apply to agricultural education in order to supplement both text and teacher. CAI format is shown in a typical tutorial program used to help students understand basic concepts of work, power, horsepower, and torque. The author points out other instructional uses of CAI, such as collection and treatment of data; sharing of programs with other teachers; teaching logic; testing to the maximum level of student ability; generation of exams, simulations, and games; and graphics.

CAI's most important feature, the author contends, is the interaction—the provision of immediate, relevant feedback to the student. (CP).

ED 179 801 CE 023 571

Gibson, J. C. And Others

Greenhouse Production: A Series of Learning Activity Packages.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—79

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.00)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01/PC06 Plus Postage

Descriptors—*Agricultural Education, *Floriculture, *Greenhouses, *Plant Growth, * *Vocational Education, High Schools, Horticulture, Individualized Instruction, Learning Activities, Nursery Workers Horticulture, Plant Propagation

Designed for use when the student or the class is expected to grow a crop using the high school greenhouse, these learning activity packages are sequenced in typical greenhouse cropping fashion: (1) poinsettias in the fall, (2) Easter lilies (bulb crop) in the winter, (3) bedding plants (seed crop) in the spring, and (4) a nursery crop (from cuttings) in the summer. Included within each of these four areas are activities such as selecting crops, propagation, preparing soil mixtures, and transplanting. Each of the twenty-five learning activity packages is divided into the following parts: introduction, directions, objective, learning activities, tools and equipment, materials and supplies, safety, instructions, student self-check with correct responses, and a final check-out activity. In addition, an instructor's final checklist is included with each package. (LRA).

ED 179 802 CE 023 572

Business Principles and Management. Curriculum Guidelines.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—79

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($2.25)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Business Administration, *Business Education, *Course Content, *Management Development, Curriculum Guides, High Schools, Learning Activities, Managerial Occupations, Secondary School Curriculum, Teaching Guides

Identifiers—South Carolina

This senior high school curriculum guide offers a general overview of the American business system and a study of various forms of business ownership, internal organization and management functions of business, and the financing of business. Ten areas are explored in the course: (1) capitalism; (2) money, credit, and banking; (3) government and the economy; (4) inflation and deflation; (5) planning, organizing, motivating, and controlling functions of management; (6) job design; (7) leadership; (8) communications; (9) ethics of business management; and (10) decision-making and problem-solving techniques. For each content area, the guide provides a list of objectives, vocabulary terms, a topic outline, suggested activities/procedures, and suggested evaluation methods. A pre- posttest and a glossary are included. (LRA).

ED 179 803 CE 023 573

Plans for Learning Stations. Tractor Mechanics.

Clemson Univ. S.C. Vocational Education Media Center

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. South Carolina State Dept. of Education, Columbia. Vocational Agriculture Section

Pub Date—79

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*Agricultural Engineering, *Auto Mechanics, *School Shops, *Tractors, *Trade and Industrial Education, Learning Modules, Machine Repairers, Training Laboratories

This shop guide gives graphic illustration of twenty-eight learning stations in a tractor mechanics shop, at each of which a specific learning activity occurs. The authors suggest that each station (most of them constructed of plywood or sheet metal and angle iron) be self-contained, having its own appropriate tools, supplies, parts, and set of instructions so that students may proceed at their own pace with minimal supervision. Each learning station description covers use (e. g. to polarize the generator, replace the rear ark, or measure piston ring clearance), special instructions to the teacher, tools and supplies needed, and simulator materials. Subject areas covered include electrical (battery, alternator, generator, starter, spark plugs, and ignition), fuel system (carburetor, fuel pump, injectors, and filters), cooling system, bearings and mechanicals (seals, bearings, gaskets, and clutch), and main engine block parts (pistons, valves and assemblies, connecting rods, crankshaft, and timing gear). (CP).

ED 179 804 CE 023 574

Word Processing.

Clemson Univ. S.C. Vocational Education Media Center. South Carolina State Dept. of Education, Columbia. Office of Vocational Education

Pub Date—79

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 ($5.75)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01/PC09 Plus Postage

Descriptors—*Business Education, *Course Content, *Office Occupations Education, * Business Skills, Communication Skills, Curriculum Guides, Human Relations, Learning Activities, Office Machines, Recordkeeping, Secondary Education, Teacher Developed Materials, Teaching Guides

Identifiers—Word Processing

Designed for use in teaching secondary-level word processing courses, this teaching guide is divided into three major sections. Among the topics presented in the introductory section are the history of word processing, components of word processing, five phases of word processing, the future of word processing and information systems, and job descriptions of word processing personnel. The second section of the guide provides a course outline. The third section comprises the bulk of the document and is divided into clusters of word processing competencies. Seven clusters are presented: (1) human relations in the modern office; (2) history, concepts, and job opportunities; (3) communications skills; (4) equipment proficiency; (5) reprographics, records management, and dissemination; (6) general clerical skills, and (7) enrichment activities. Each cluster contains learning activities intended to serve as a guide to the teacher in developing and selecting materials. Appended material includes a glossary, word processing forms, and a bibliography. (LRA).

ED 179 805 CE 023 577

McCormick, B. G. McCormick, Robert S.

A Study of Interior Wiring, Color Coding, and Switching Principles by Simulation and Practice.

Technical Instruction Systems, Springfield, Ill

Pub Date—80

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Electrical Systems, *Electric Circuits, *Electricity, Electricians, Safety, Simulation, Textbooks, Vocational Education

After a preliminary introduction and a chapter on wiring and electricity safety procedures, this study text proceeds to offer a general coverage of single and polyphase alternating current electrical systems used to power factories, farms, small businesses, and homes. Electrical power, from its generation to its application, is discussed, with the greatest emphasis in the text placed upon helping students to learn to construct, control, and color code interior wiring circuits through low voltage simulation exercises and application of basic principles. Practical switching arrangements are diagrammed, and the differences

between parallel and series circuits are explained. The text contains a recommended reading list, procedures for carrying out an electrical needs assessment, an order sheet, a guide to symbols used, and an appliance consumption rating chart. (CP).

ED 179 806 CE 023 580

Youth Employment Act of 1979, Part 2. Hearings before the Subcommittee on Employment Opportunities. Ninety-Sixth Congress, First Session, on H.R. 4465 and H.R. 4534.

Congress of the U.S. Washington, D.C. House Committee on Education and Labor

Pub Date—79

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Unemployment, *Youth, *Youth Employment, Hearings, Labor Market, Labor Utilization, Youth Opportunities, Youth Programs

Identifiers—Youth Employment Act 1979

Proceedings are presented of hearings before the House Committee on Education and Labor on youth unemployment in the United States. Among those testifying before the hearings were (1) Mayor Tom Bradley on youth unemployment in large cities, (2) Mary Heagele, on the relationship of youth unemployment and the prison system, (3) Kenneth Hahn, on the need for changes in schools across the nation, and (4) Gene Livingston, on the failure of the educational system to meet the needs of low income youth and minority youth. (LRA).

ED 179 810 CE 023 587

Tarino, Charles A. And Others

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Group Leader's Edition.

Research for Better Schools, Inc. Philadelphia, Pa

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—NE-C-004-0011

Note—247p. ; Not available in paper copy due to thin, light type; For a related document see CE 023 588

Available from—Research for Better Schools, Inc. 444 North Third Street, Philadelphia, PA 19123 ($30.00 for both the student's and group leader's manuals)

Pub Type—Guides/Methods/Techniques—Classroom Use—Teaching Guides (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Decision Making Skills, *Group Guidance, *Learning Activities, *Teaching Methods, Career Exploration, Career Planning, Instructional Materials, Interpersonal Competence, Orientation Materials, Secondary Education, Teaching Guides

This document presents instructions for teaching the Career Clarification Curriculum, a group-oriented curriculum designed to help secondary students make career decisions. The materials and procedures are intended primarily for work with student groups of classroom size or smaller. The following information precedes the individual exercise instructions outlined by the curriculum: an overview of the Career Clarification Program; guidelines for using this manual; suggestions for setting up a calendar and curriculum sequence; suggestions for preparing the student journal; and group leadership guidelines. Instructions are then presented for teaching the curriculum exercises, which are divided into the following eleven areas: orientation; career exploration; career specialization; interpersonal skills; career exploration preview; career exploration/specialization review; the world of work; self-assessment; broad planning; decision making; and career actions. Finally, the year-end wrap-up activities are described. (BM).

ED 179 811 CE 023 588

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Student's Edition.

Research for Better Schools, Inc. Philadelphia, Pa

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75

Contract—NE-C-004-0011

Note—107p. ; Not available in paper copy due to thin, light print; For a related document see CE 023 587

Available from—Research for Better Schools, Inc. 444 North Third Street, Philadelphia, PA 19123 ($30.00 for both student's and group leader's manuals)

Pub Type—Guides/Methods/Techniques—Classroom Use—Instructional Materials (051)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Education, *Career Exploration, *Decision Making Skills, *Learning Activities, *Orientation Materials, Career Planning, Instructional Materials, Secondary Education

This student workbook contains exercises to be used in career guidance classes. The exercises are designed to help the students understand the Career Clarification Program, think about themselves in relationship to careers, and practice decision-making skills. An instructor's guide (CE 023 587), which accompanies the student workbook, provides suggestions for the sequence and use of these exercises. These exercises are intended to serve as the student's journal throughout the program. (BM).

ED 179 813 CE 023 646

Pucel, David J. Allen, Deena B.

Handbook for Workshop on Assessing the Professional Growth Needs of Individual Vocational Staff Members.

Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC02 Plus Postage

Descriptors—*Individual Needs, *Needs Assessment, *Professional Development, *Program Development, *Staff Development, *Vocational Education Teachers, Curriculum, Educational Needs, Evaluation Methods, Guides, Inservice Teacher Education, Participant Satisfaction, Teacher Certification, Teacher Education, Teacher Qualifications, Teacher Workshops

This handbook was designed to assist vocational personnel in assessing professional development needs and developing an individual growth plan. It contains five sections: (1) An Overview of Staff Development, (2) What is a Need? (3) Assessing Needs: Alternative Methods, (4) Planning and Evaluation Activities, and (5) Facilitation Suggestions. Questions of rationale and responsibility for staff development and inservice education are discussed in section 1. Section 2 provides a framework for categorizing improvement and growth needs in relation to licensure requirements, institutional requirements, and individual expectations. After identifying potential resources which can be used to assess needs and providing guidelines for selecting appropriate needs assessment methods, section 3 presents six methods including their advantages and disadvantages. Basic steps identified in section 4 for planning professional development include prioritizing needs, selecting inservice activities, and evaluating progress. Specific actions and activities to facilitate the continued professional development of teachers are listed in section 5 in separate categories of suggestions for teachers, vocational administrators, vocational relicensure committees, teacher educators, and state department personnel. (YLB).

ED 179 816 CE 023 676

Clark, Donald L. Ed. And Others

Making Mainstreaming Work: A Handbook for Vocational Administrators.

Texas A and M Univ. College Station. Coll. of Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007702536

Note—317p. ; For related documents see CE 023 677 and ED 163 747

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC13 Plus Postage

Descriptors—*Handicapped Students, *Inservice Teacher Education,

*Instructional Materials, *Program Administration, *Program Development, *Vocational Education, Administrator Guides, Attitude Change, Career Guidance, Cooperative Programs, Coordination, Employment, Financial Support, Identification, Individualized Instruction, Legal Responsibility, Placement, Resources, Teaching Methods

Intended for local vocational education administrators, this handbook provides guidelines and suggestions for designing, implementing, and evaluating programs for handicapped students who are being mainstreamed into the regular vocational education classroom. The handbook is divided into the following ten chapters: (1) Legal Requirements, (2) Funding and Services, (3) Changing Attitudes, (4) Handicapping Conditions, (5) Referrals and Assessment, (6) Vocational Guidance, (7) Individualized Education Program, (8) Teaching Techniques, (9) Employment, and (10) Coordinating Programs. Each chapter contains background information concerning the topic involved, several inservice activities, handouts/transparencies, etc. to accompany the inservice activities, and a list of resources. (BM).

ED 179 820 CE 023 698

Wonser, Renee Kohns, Donald

Model Plan for Administration and Supervision Services. (Student Vocational Organization Coordinator.) Final Report.

North Dakota State Board for Vocational Education, Bismarck. North Dakota Univ. Grand Forks

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Pub Type—Guides/Methods/Techniques—Non-Classroom Use (055)

EDRS Price—MF01/PC05 Plus Postage

Descriptors—*Administrator Responsibility, *Coordinators, *Leadership Training, *Public Relations, *Student Organizations, *Vocational Education, Activities, Administration, Adults, Ancillary Services, Conferences, Guides, Leaders, Leadership Responsibility, Management by Objectives, Meetings, Planning, Postsecondary Education, Program Development, Publicize, Secondary Education, Student Leadership, Supervision, Workshops

Identifiers—North Dakota

Growing out of a project to improve administrative and support services for North Dakota student vocational organizations, this manual outlines possible duties and responsibilities of a state-level student vocational organizational coordinator based on a sequential planning and implementation system. The manual is divided into four areas with which the coordinator could be involved: administrative services, conference planning, public relations, and leadership development. Section 1 is devoted to administrative services and includes planning meeting checklists and planner charts to identify meeting activities, responsibilities, and deadlines when planning formal meetings. In section 2 planning and operational functions associated with state and national conferences are described: conference planning meeting, hotel arrangements and selection checklist, preregistration, interim tasks, registration, and post conference activities. Section 3 outlines coordinator activities to promote good public relations through personal and media contact, including news features, photographs, television, radio, panels and interviews, exhibits, and brochures. North Dakota television, radio, and newspaper contacts are listed. Section 4 contains an officer training workshop planner, including a description of implementation of a management by objectives approach to planning, executing, and evaluating a program of work (activities designed to attain desired objectives in a definite period of time). Workshop activities to facilitate member participation and involvement are provided. (YLB).

ED 179 821 CE 023 704

A Project to Describe and Evaluate the Impact of the 1976 VEA's upon CETA-Post-Secondary Vocational Education Programs and Organizational Linkages with Emphasis on the Utilization of CETA Title I 5% Monies. Final Report.

Middle Cities Education Association, Mich

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Pub Date—79

Contract—G007702541

Note—189p. ; Some of the information in the figures will not reproduce well due to small, light type

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC08 Plus Postage

Descriptors—*Administrator Attitudes, *Agency Cooperation, *Coordination, *Federal Legislation, *Postsecondary Education, *Vocational Education. Advisory Committees, Community Colleges, Educational Cooperation, Educational Legislation, Federal Programs, Interviews, Job Training, National Surveys, Program Administration, Questionnaires, Reports, School Districts, State Agencies, State Departments of Education, Statewide Planning, Vocational Directors

Identifiers—Comprehensive Employment and Training Act, Michigan, New Jersey, Texas, Vocational Education Amendments 1976

This report presents findings of surveys to determine the effects of the 1976 Vocational Education Amendments on the required coordination between the Comprehensive Employment and Training Act (CETA) and postsecondary vocational education at the federal, state, and local levels. An introduction is followed by a discussion (chapter 2) of results of questionnaires administered to state vocational education directors and executive directors of state manpower services councils and state advisory councils for vocational education. Chapter 3 interprets outcomes of interviews with officials from CETA coordination units, Office of Education, and the Department of Labor. In chapter 4 data from two questionnaires administered to prime sponsors and vocational education directors of community colleges in Michigan, New Jersey, and Texas are analyzed. Chapter 5, comprising over one-half of the report, outlines findings from interviews with representatives from advisory councils for vocational education, manpower services councils, and the department or agency of education for each of the three states. Focus is on (1) councils and agencies involved in CETA-vocational education coordination, (2) state employment and training coordination, (3) state-local level coordination, (4) Supplemental Vocational Education Program (section 112) administration, and (5) staff perceptions of legislative impact. The final chapter summarizes the effects of the 1976 amendments and makes recommendations for increased coordination. (YLB).

ED 179 823 CE 023 714

Kruger, Reuven

Occupational Information Systems and Their Use in Rehabilitation. Revised.

Woodrow Wilson Rehabilitation Center, Fisherville, Va

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date—80

Contract—22-P-59041

Note—20p. ; Prepared at the Research Utilization Lab

Pub Type—Information analyses/State-of-the-Art Materials (070). Opinions/Personal Viewpoints/Position Papers/Essays (120)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Computer Oriented Programs, *Information Systems, *Occupational Information, *Physical Disabilities, *Rehabilitation, *Rehabilitation Counseling, Career Choice, Career Guidance, Counselors, Information Needs, Information Science, Job Placement, National Programs

Identifiers—ESI Hester System, Guidance Information System, Job Service Matching System, Michigan Occupational Information System, National Occupational Information Coordinating Com, Vocational Computer Assisted Matching Program

As our industrial-based economy changes into an information-based economy, information activities will continue to permeate rehabilitation. New technology in this area includes computerized occupational information systems used to aid vocational planning. Such systems include the federal government's Job Service Matching System, the Michigan Occupational Information System, and the federally mandated National Occupational Information Coordinating Committee together with its state-level committees. Degree of development and emphases vary from state to state, e.g. some systems permit users to "select out" jobs with prohibitive physical demands. Canada has a highly developed system, and one private one (the Guidance Information System) actually provides for both "aptitudes"and "physical demands" sets of descriptors. Two other

systems have been developed specifically with rehabilitation in mind—the ESI-Hester and VOCOMP (Vocational Computer-Assisted Matching Program)—in which the counselor's key input derives from specially administered tests. Overall positive impact of such systems is acknowledged—they amplify productivity. However, they are but one element in the total environment in which computer-assisted job matching may seem like socially undesirable job tracking that fails to suggest how jobs may be restructured. More useful is to view the workplace as "person-oriented," where all workers have special needs of some sort. (CP).

ED 179 824 CE 023 719

Nelson, Orville

New and Emerging Occupations: A Process for Monitoring and Identifying the Impacts for Vocational and Technical Education.

Wisconsin Univ.—Stout, Menomonie. Center for Vocational, Technical and Adult Education

Pub Date—80

Available from—Center for Vocational, Technical and Adult Education, 226 Applied Arts Building, Menomonie, Wisconsin 54751 ($1.00; $0.60 for ten)

Pub Type—Opinions/Personal Viewpoints/Position Papers/Essays (120). Speeches, Conferences Papers (150)

EDRS Price—MF01/PC01 Plus Postage

Descriptors—*Demand Occupations, *Educational Needs, *Educational Planning, *Labor Needs, *Technical Education, *Vocational Education, Curriculum Development, Definitions, Demography, Employment Opportunities, Labor Market, Needs Assessment, Occupations, Social Change, Social Influences, Technological Advancement

Identifiers—Emerging Occupations

Pointing out that new and emerging jobs may appear at the local, regional, state, or national level, this paper offers definitions and then goes on to group the changes influencing appearance or emergence of new jobs. The five groups of change factors are (1) technological change, (2) demographic change, (3) legislation, (4) life style changes, and (5) resource changes. It is noted that a combination of factors usually leads to the creation of new jobs and it is largely up to vocational educators (with help from employers) to begin information gathering as early as possible. Educators are urged to continue monitoring trends and the working environment. Follow-up studies of graduates may signal emerging needs, too. The procedure recommended is for the vocational educator to gather, analyze, and interpret data, decide if a program is needed, write a job description, develop and validate a job task list, and then add this input to the regular curriculum development process. The author also discusses low and high risk strategies for infusing new content into the educational process. (CP).

ED 179 825 CE 023 721

Gwazda, Edward And Others

Energy Occupations Handbook.

Rutgers, The State Univ. New Brunswick, N.J. Center for Coastal and Environmental Studies

Spons Agency—New Jersey State Dept. of Education, Trenton. Bureau of Occupational Research

Pub Date—79

Pub Type—Guides/Methods/Techniques—General (050)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS

Descriptors—*Career Exploration, *Employment Opportunities, *Employment Qualifications, *Energy, *Occupational Information, Career Planning, Development, Energy Conservation, Interest Inventories, Manufacturing, Marketing

Identifiers—Energy Occupations, New Jersey

This handbook was written to provide an overview of rapidly-changing energy fields and occupations. The first of five sections contains descriptions of over sixty separate fields organized into the following four areas of energy-related work: development, production, distribution, conservation. The second section contains an outline and descriptions of more than sixty separate job areas including the education necessary and the general prospects for these jobs in New Jersey. The third section provides information on self-assessment of interests and abilities and an interest survey. A review of strategies for reaching individual career goals is presented in section 4, and section 5 identifies energy-related programs in New Jersey. (BM).

ED 179 826 CE 023 730

Lantz, Alma And Others

Critical Mass and Social Support for Women Choosing Nontraditional Careers. Final Report, October 1978-October 1979.

Denver Univ. Colo. Denver Research Inst

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—79

Contract—NIE-G-78-0140

Note—79p

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC04 Plus Postage

Descriptors—*College Students, *Engineering, *Females, *Social Environment, *Social Relations, Academic Achievement, Comparative Analysis, Environmental Influences, Participant Satisfaction, Peer Influence, Social Influences, Student Attitudes, Theories

A study compared the perceptions of the social environment of satisfied women engineering students against disatisfied students and ex-students at twelve engineering schools with varying percentages of female students. The results found no direct effects of the perceived or actual porportion of female enrollment on satisfaction with engineering. In fact, the proportion of females did not directly affect performance (grades), feelings of social ambiguity and isolation, or perceived support from institutional personnel. The proportion of females in the environment was strongly related to peer group interactions, especially intimate interactions in which personal problems were discussed with a confidant. Relations among the percentage of women, presence of a confidant, feelings of social integration, and satisfaction with engineering were observed. Throughout the analysis, the perceived support from the male peer group was more consistently and strongly related to all measures of satisfaction. The findings, which suggest the inseparability between grades and social satisfaction, the importance of the dominant male peer group and the family, and the perception of alternative social situations, are related to four theories: critical mass, tokenism, social fit, and individual environment fit. (Author/BM).

ED 181 169 CE 018 127

Mohrenweiser, Gary A.

Industrial Arts Survey. Research and Development Project in Career Education. Final Report.

Educational Management Services, Inc. Minneapolis, Minn

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education

Pub Date—78

Pub Type—Reports—Research/Technical (143)

EDRS Price—MF01/PC03 Plus Postage

Descriptors—*Administrator Attitudes, *Educational Needs, *Industrial Arts, *Program Effectiveness, Certification, Curriculum Development, Educational Finance, Secondary Education, Supervision, Surveys, Teacher Attitudes, Teacher Effectiveness

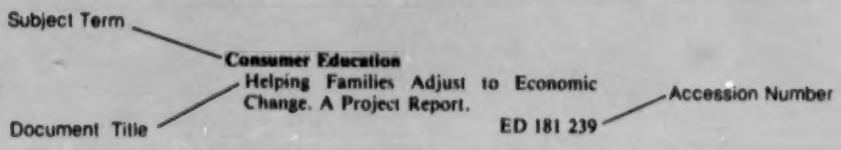
Identifiers—Minnesota

The purpose of this study was to identify, delineate, and clarify the opinions, attitudes, and perceptions of a number of groups of Minnesota educators relating to the issues and concerns of junior and senior high school industrial arts teachers, secondary school administrators, and industrial arts teacher educators. Separate survey instruments were used to survey industrial arts teachers, teacher educators, and secondary school principals concerning the following issues: standard certification, state supervision, minimum standards, and funding industrial arts. Respondents indicated the following strong points of industrial arts: provides learning by doing, part of general education, practical, individualized, and exploratory. Weak points of indistrial arts mentioned were low esteem, lack of good students, competition with vocational education, and lack of staff. In addition, the largest percentages of teachers and administrators agreed that equipment for program expansion and improvement were high priority funding needs, while teacher educators considered teacher inservice the high priority item. (The three questionnaires are appended.) (LRA).

Indexes

Subject Index

This index lists titles of documents under the major subject terms assigned to characterize their contents. The terms are taken from the *Thesaurus of ERIC Descriptors* and are in alphabetical order. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.



Abstracts

Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education. 1979 Update.
ED 179 779

Academic Achievement

The Longitudinal Impact of Preschool Programs on Trainable Mentally Retarded Children.
ED 177 779

A Study of the Relationship of Teacher Enthusiasm to Salient, Selected Variables Influencing Achievement in the Vocational Laboratory. Final Report.
ED 179 781

Adjustment to Environment

Displaced Homemakers: A CETA Program Model, Fitchburg, Massachusetts.
ED 179 778

Administrative Organization

CETA-Education Collaboration Issues in Three States, Volume I.
ED 179 746

The Comprehensive Employment and Training Act: A Guide for Educators.
ED 179 787

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ED 179 747

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ED 181 169

A Project to Describe and Evaluate the Impact of the 1976 VEA's upon CETA-Post-Secondary Vocational Education Programs and Organizational Linkages with Emphasis on the Utilization of CETA Title I 5% Monies. Final Report.
ED 179 821

Administrator Qualifications

Manual and Guide: Analogous Competency Assessment.
ED 179 784

Administrator Responsibility

Administering Programs for Handicapped Students. Professional Development Series, No. 3.
ED 179 770

Model Plan for Administration and Supervision Services. (Student Vocational Organization Coordinator.) Final Report.
ED 179 820

Adoption Ideas

Adoption-Proneness Among Trade and Industrial Teachers as Measured by Cluster Analysis.
ED 179 737

A Review of the Change Literature with Implications for ISSOE Dissemination. Second Printing.
ED 179 700

Adult Education

Community Education: An Annotated Bibliography.
ED 179 789

Demonstration of Consumer Education Programs for Adults. Descriptive Report, September 1, 1978 to August 31, 1979.
ED 179 701

A Planning Process of Adult Education. Report of the Adult Education Ad Hoc Advisory Committee.
ED 179 693

Research and Investigation in Adult Education: 1976-1978 Register. Information Series No. 169.
ED 179 761

Viewpoints on Adult Education Research. Information Series No. 171.
ED 179 762

Adult Educators

Community Education: An Annotated Bibliography.
ED 179 789

Adult Learning

Research and Investigation in Adult Education: 1976-1978 Register. Information Series No. 169.
ED 179 761

Adult Vocational Education

Business-Industry-Labor Involvement in Lifelong Vocational-Technical Education.
ED 179 790

Adults

A Comparison of the Personal and Professional Characteristics of Male and Female Leaders in Vocational Education. Final Report.
ED 179 715

Agency Cooperation

Academic Credit for Work Experience in Maryland.
ED 179 748

CETA-Education Collaboration Issues in Three States, Volume I.
ED 179 746

A Guide to Coordinating CETA/Vocational Education Legislation Affecting Displaced Homemaker Programs.
ED 179 777

A Project to Describe and Evaluate the Impact of the 1976 VEA's upon CETA-Post-Secondary Vocational Education Programs and Organizational Linkages with Emphasis on the Utilization of CETA Title I 5% Monies. Final Report.
ED 179 821

Agricultural Education

Computer Assisted Instruction in Agricultural Education.
ED 179 798

Greenhouse Production: A Series of Learn-

ing Activity Packages.
ED 179 801

Inventory and Analysis of Professional Tasks Engaged in by Teachers of Vocational Agriculture in the Secondary Schools of New Mexico. A Summary Report of Research.
ED 179 694

The Role of High School Vocational Agriculture/Agribusiness Programs in the Occupational Success of Graduates. Research Report of a Southern Regional Study in Agricultural Education.
ED 179 797

Vocational Agriculture III. A Curriculum Guide, 11th Grade.
ED 179 685

Agricultural Engineering

Plans for Learning Stations. Tractor Mechanics.
ED 179 803

Aspiration

Occupational Choices and Employment Opportunities for High School Students. (Decision Model for Vocational Education). Final Report.
ED 179 702

Auto Mechanics

Plans for Learning Stations. Tractor Mechanics.
ED 179 803

Basic Skills

Career Education: Planning, Learning, Understanding, Succeeding—CE+. Final Report, September 1, 1976, to August 31, 1979.
ED 179 726

Behavior Change

Deceleration Procedures for Inappropriate Social Behaviors with Severely Retarded Ss. Two Papers.
ED 177 777

Eliminating Problem Behaviors with Positive Controls.
ED 177 780

Behavior Problems

Deceleration Procedures for Inappropriate Social Behaviors with Severely Retarded Ss. Two Papers.
ED 177 777

Eliminating Problem Behaviors with Positive Controls.
ED 177 780

Behavioral Objectives

Career Education Program for the Talented.
ED 177 778

Bilingual Education

Project Salud. Final Report.
ED 179 692

Business

Education and Public Sector Employment. Final Report.
ED 179 695

Business Administration

Business Principles and Management. Curriculum Guidelines.
ED 179 802

Business Education

Business Principles and Management. Curriculum Guidelines.
ED 179 802

Word Processing.
ED 179 804

Career Awareness

Abnormal Youth Employment and Imperfect Information. Final Report, September 1978-March 1979.
ED 179 741

Mathematics and Solar Energy. Solar Energy Education Project.
ED 179 792

Career Choice

Abnormal Youth Employment and Imperfect Information. Final Report, September 1978-March 1979.
ED 179 741

Occupational Choices and Employment Opportunities for High School Students. (Decision Model for Vocational Education). Final Report.
ED 179 702

Career Development

Career Education for the Handicapped Child: A Guide to Parent Education Programming. Information Series No. 180.
ED 179 772

Project COMPASS (Center for Occupational Management, Placement and Systematic Services). Final Report.
ED 179 707

Serving Handicapped Students in Vocational Education: A Guide for Counselors. Information Series No. 186.
ED 179 771

Six Views on Three Issues Related to Education and Work. Report of a Symposium in Debate Form Held June 28, 1977.
ED 179 687

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Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Group Leader's Edition.
ED 179 810

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Student's Edition.
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Career Education for the Handicapped Child: A Guide to Parent Education Programming. Information Series No. 180.
ED 179 772

Career Education Program for the Talented.
ED 177 778

National Directory of Experience-Based Career Education Programs.
ED 179 774

Sex Equity in Career Education (K-8). Resource Guide.
ED 179 723

Six Views on Three Issues Related to Education and Work. Report of a Symposium in Debate Form Held June 28, 1977.
ED 179 687

Techniques and Strategies for Infusing Career Education into the Educational Program for Exceptional Children: Some Sample Resources. Information Series No. 181.
ED 179 767

What 'First Generation' Research on Career Education Says to the Classroom Teachers—and Vice Versa. Information Series No. 179.
ED 179 766

Career Exploration

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Student's Edition.
ED 179 811

Career Education: Planning, Learning, Understanding, Succeeding—CE+. Final Report, September 1, 1976, to August 31, 1979.
ED 179 726

Energy Occupations Handbook.
ED 179 825

National Directory of Experience-Based Career Education Programs.
ED 179 774

Pathfinder Project: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career Educational Opportunities. Final Report.
ED 179 725

Third-Party Final Report of the Ohio State Department of Education's EBCE 3-Year Project.
ED 179 724

Career Guidance

Pathfinder Project: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career Educational Opportunities. Final Report.
ED 179 725

Project COMPASS (Center for Occupational Management, Placement and Systematic Services). Final Report.
ED 179 707

Career Planning

Computerized Career Information and Guidance Systems. Information Series No. 178.
ED 179 764

Change Agents

Adoption-Proneness Among Trade and Industrial Teachers as Measured by Cluster Analysis.
ED 179 737

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A Review of the Change Literature with Implications for ISSOE Dissemination. Se-

cond Printing.
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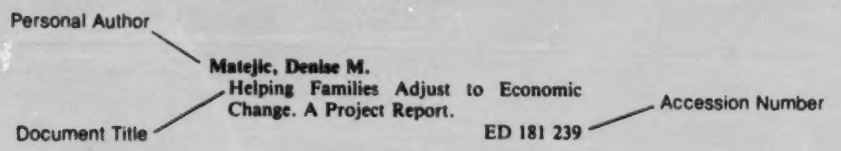

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Employment-Related Problems of Older Workers: A Research Strategy. R&D Monograph 73.
ED 179 791

Sork, Thomas J. Ed.

Research and Investigation in Adult Education: 1976-1978 Register. Information Series No. 169.
ED 179 761

Spangler, Robert S.

Deceleration Procedures for Inappropriate Social Behaviors with Severely Retarded Ss. Two Papers.
ED 177 777

Spotts, Robert L.

National Directory of Experience-Based Career Education Programs.
ED 179 774

Steimel, Laura C.

Development of a System to Assess Curriculum Needs in the Occupational Cluster of Agriculture. Final Report.
ED 179 712

Stevenson, William W.

Vocational Education Evaluation: Problems, Alternatives, Recommendations. Research and Development Series No. 182.
ED 179 780

Stol, Margaret

Eliminating Problem Behaviors with Positive Controls.
ED 177 780

Sullivan, Mary

A Study to Develop a Model Process for a Displaced Homemaker Center within a VTAE District. Final Report.
ED 179 796

Tarino, Charles A.

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Group Leader's Edition.
ED 179 810

Thompson, Catherine, Comp

State Directory of Educational Dissemination for Adult, Career, and Vocational Education. Information Series No. 182.
ED 179 765

Unsworth, Linda

Project VITA: Phototypesetting. Module I, Lessons 1, 2, and 3. Teacher Manual (and) Student Handbook.
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Project VITA: Phototypesetting. Module III, Lessons 8, 9, and 10. Teacher Manual (and) Student Handbook.
ED 179 734

Project VITA: Phototypesetting. Module V, Lessons 13, 14, 15, and 16. Teacher Manual (and) Student Handbook.
ED 179 736

Vasa, Stanley F.

Career Education for the Handicapped Child: A Guide to Parent Education Programming. Information Series No. 180.
ED 179 772

Warmbrod, Catharine P.

Business-Industry-Labor Involvement in Lifelong Vocational-Technical Education.
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Warren, Sue Allen

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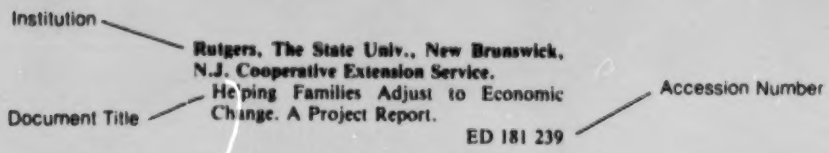
Zaner, John A.

Industrial Arts in Maine—1978. A Report of the Findings of a Survey of Industrial Arts Teachers.
ED 179 742

Institution Index

This index lists titles of documents under the institution responsible for them alphabetically by the name of the university, agency, association, etc. As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the resume section. The symbol / / appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service nor in the ERIC microfiche collection.


Institution
Rutgers, The State Univ., New Brunswick, N.J. Cooperative Extension Service.
Document Title
Helping Families Adjust to Economic Change. A Project Report.
Accession Number
ED 181 239

Allegheny Intermediate Unit, Pittsburgh, Pa.

Career Education Program for the Talented.

ED 177 778

American Council on Industrial Arts Teacher Education, Washington, D.C.

Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education. 1979 Update.

ED 179 779

American Vocational Association, Washington, D.C.

Administering Programs for Handicapped Students. Professional Development Series, No. 3.

ED 179 770

Australian Council for Educational Research, Hawthorn.

Youth, Education and Employment.

ED 179 776

Blue Hills Regional Technical School, Canton, Mass.

Project VITA: Graphic Arts Communication. A Picture Dictionary for Resource Room Instruction. Module II, Lessons 10-12. Teacher's Manual (and) Student Handbook.

ED 179 731

Project VITA: Graphic Arts Communication. A Picture Dictionary for Resource Room Instruction. Module I, Lessons 1-9. Teacher's Manual (and) Student Handbook.

ED 179 730

Project VITA: Phototypesetting. Module I, Lessons 1, 2, and 3. Teacher Manual (and) Student Handbook.

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Vocational Training for Disabled Students. A Handbook on Assessment.

ED 179 729

Boston Univ. Mass. Dept. of Business and Career Education.

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Project VITA: Phototypesetting. Module V, Lessons 13, 14, 15, and 16. Teacher Manual (and) Student Handbook.

ED 179 736

Vocational Training for Disabled Students. A Handbook on Assessment.

ED 179 729

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

A Guide to Coordinating CETA/Vocational Education Legislation Affecting Displaced Homemaker Programs.

ED 179 777

California State Dept. of Education, Sacramento.

A Planning Process of Adult Education. Report of the Adult Education Ad Hoc Advisory Committee.

ED 179 693

Center for Economic Studies, Stanford, Calif.

Education and Public Sector Employment. Final Report.

ED 179 695

Clearinghouse of Resources for Educators of Adults, Syracuse, N.Y.

Community Education: An Annotated Bibliography.

ED 179 789

Clemson Univ. S.C. Vocational Education Media Center.

Business Principles and Management. Curriculum Guidelines.

ED 179 802

Greenhouse Production: A Series of Learning Activity Packages.

ED 179 801

Plans for Learning Stations. Tractor Mechanics.

ED 179 803

Word Processing.

ED 179 804

College Entrance Examination Board, New York, N.Y.

The Comprehensive Employment and Training Act: A Guide for Educators.

ED 179 787

Congress of the U.S. Washington, D.C. House Committee on Education and Labor.

Youth Employment Act of 1979, Part 2. Hearings before the Subcommittee on Employment Opportunities. Ninety-Sixth Congress, First Session, on H.R. 4465 and H.R. 4534.

ED 179 806

Cornell Univ. Ithaca, N.Y. Inst. for Research and Development in Occupational Education.

ISSOE. Field Test—Prototype Student Reporting System for ISSOE. Final Report, Findings and Recommendations.
ED 179 785

Council of the Great City Schools, Washington, D.C.

Special Education in the Great City Schools: IEP and Personnel Development.
ED 177 783

De Anza Coll. Cupertino, Calif.

Project Salud. Final Report.
ED 179 692

Denver Univ. Colo. Denver Research Inst.

Critical Mass and Social Support for Women Choosing Nontraditional Careers. Final Report, October 1978-October 1979.
ED 179 826

Education Commission of the States, Denver, Colo.

Evaluation of Vocational Education: Roles, Responsibilities, and Responses of State and Federal Agencies. Research and Development Series No. 173.
ED 179 708

Educational Management Services, Inc. Minneapolis, Minn.

Industrial Arts Survey. Research and Development Project in Career Education. Final Report.
ED 181 169

Employment and Training Administration (DOL), Washington, D.C.

Employment-Related Problems of Older Workers: A Research Strategy. R&D Monograph 73.
ED 179 791

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Administering Programs for Handicapped Students. Professional Development Series, No. 3.
ED 179 770

Career Education for the Handicapped Child: A Guide to Parent Education Programming. Information Series No. 180.
ED 179 772

Computerized Career Information and Guidance Systems. Information Series No. 178.
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Home Economics Education; A Review and Synthesis of the Research. Information Series No. 184.
ED 179 768

Research and Investigation in Adult Education: 1976-1978 Register. Information Series No. 169.
ED 179 761

Serving Handicapped Students in Vocational Education: A Guide for Counselors. Information Series No. 186.
ED 179 771

State Directory of Educational Dissemination for Adult, Career, and Vocational Education. Information Series No. 182.
ED 179 765

Techniques and Strategies for Infusing Career Education into the Educational Program for Exceptional Children: Some Sample Resources. Information Series No. 181.
ED 179 767

Viewpoints on Adult Education Research. Information Series No. 171.
ED 179 762

What 'First Generation' Research on Career Education Says to the Classroom Teachers—and Vice Versa. Information Series No. 179.
ED 179 766

Far West Lab. for Educational Research and Development, San Francisco, Calif.

National Directory of Experience-Based Career Education Programs.
ED 179 774

Genesee Intermediate School District, Flint, Mich. Vocational Education and Career Development Services.

Project COMPASS (Center for Occupational Management, Placement and Systematic Services). Final Report.
ED 179 707

Howell Township Board of Education, N.J.

Collecting Solar Energy. Solar Energy Education Project.
ED 179 793

Crisis—Energy. Solar Energy Education Project.
ED 179 795

Mathematics and Solar Energy. Solar Energy Education Project.
ED 179 792

Solar Energy and Reference Skills. Solar Energy Education Project.
ED 179 794

Indiana Univ. Bloomington.

The Continuation and Expansion of a Research and Development Information System. Final Report.
ED 179 705

Kansas Neurological Inst. Topeka.

The Development and Maintenance of a Computer Based Storage and Retrieval System for Language Literature. Final Report. Volume IV.
ED 177 773

Kansas State Univ. Manhattan. Coll. of Education.

Manual and Guide: Analogous Competency Assessment.
ED 179 784

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Development of a System to Assess Curriculum Needs in the Occupational Cluster of Agriculture. Final Report.
ED 179 712

Kirschner (E. J.) and Associates, Washington, D.C.

Academic Credit for Work Experience in Maryland.
ED 179 748

Maine Univ. Portland-Gorham. Center for Research and Advanced Study.

Industrial Arts in Maine—1978. A Report of the Findings of a Survey of Industrial Arts Teachers.
ED 179 742

Management Analysis Center, Inc. Washington, D.C.

Assessing State Information Capabilities Under P.L. 94-142. Final Report.
ED 177 774

Manchester Community Coll. Conn.

Project for Awarding College Credit for In-Service Training in Business and Industry. Final Report.
ED 179 690

Maryland Vocational Curriculum Research and Development Center, College Park.

Testing and Evaluation Methods for the Maryland Plan Approach to Industrial Arts.
ED 179 755

Middle Cities Education Association, Mich.

A Project to Describe and Evaluate the Impact of the 1976 VEA's upon CETA-Post-Secondary Vocational Education Programs and Organizational Linkages with Emphasis on the Utilization of CETA Title I 5% Monies. Final Report.
ED 179 821

Ministry of Labor, Tokyo (Japan). Women's and Minor's Bureau.

The Role and Status of Women Workers in the United States and Japan. A Joint United States-Japan Study.
ED 179 760

Minnesota Univ. Minneapolis. Dept. of Vocational and Technical Education.

Handbook for Workshop on Assessing the Professional Growth Needs of Individual Vocational Staff Members.
ED 179 813

Monongalia County Vocational Technical Center, W.Va.

Demonstration of Consumer Education Programs for Adults. Descriptive Report, September 1, 1978 to August 31, 1979.
ED 179 701

National Association of State Boards of Education, Washington, D.C.

CETA-Education Collaboration Issues in Three States, Volume I.
ED 179 746

Educational Governance and Youth Employment Issues, Volume II.
ED 179 747

National Association of State Directors of Special Education, Washington, D.C.

Assessing State Information Capabilities Under P.L. 94-142. Final Report.
ED 177 774

National Commission on Working Women, Washington, D.C.

Working Women Speak: Education, Training, Counseling. A Report on Six Regional Dialogues Sponsored by the National Commission on Working Women.
ED 179 718

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Bright Promise for Your Child with Cleft Lip and Cleft Palate. Revised Edition.
ED 177 775

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.

What Makes Giftedness: A Reexamination of the Definition of the Gifted and Talented. Brief Number 6.
ED 177 784

Nebraska Univ. Lincoln. Center for Business and Vocational Teacher Education.

A Study to Identify Resources and Establish Guidelines for the Elimination of Sex Discrimination and Sex Stereotyping Practices in Vocational Education Programs. Final Report, November 1, 1978 through September 30, 1979.
ED 179 754

North Carolina State Univ. Raleigh.

Comparative Education for Occupations: An International Conference Report.
ED 179 709

North Dakota State Board for Vocational Education, Bismarck.

Career Education: Planning, Learning, Understanding, Succeeding—CE+. Final Report, September 1, 1976, to August 31, 1979.
ED 179 726

Model Plan for Administration and Supervision Services. (Student Vocational Organization Coordinator.) Final Report.
ED 179 820

North Dakota Univ. Grand Forks.

Model Plan for Administration and Supervision Services. (Student Vocational Organization Coordinator.) Final Report.
ED 179 820

Ohio State Univ. Columbus. National Center for Research in Vocational Education.

Business-Industry-Labor Involvement in Lifelong Vocational-Technical Education.
ED 179 790

Computerized Career Information and Guidance Systems. Information Series No. 178.
ED 179 764

Education and Training in the Criminal Justice System. Implications for Vocational Education R&D. Occasional Paper No. 52.
ED 179 721

Home Economics Education; A Review and Synthesis of the Research. Information Series No. 184.
ED 179 768

Research and Investigation in Adult Education: 1976-1978 Register. Information Series No. 169.
ED 179 761

Review and Synthesis of Teacher Competencies to Serve Special Needs Students.
ED 179 738

State Directory of Educational Dissemination for Adult, Career, and Vocational Education. Information Series No. 182.
ED 179 765

Viewpoints on Adult Education Research. Information Series No. 171.
ED 179 762

Vocational Education Evaluation: Problems, Alternatives, Recommendations. Research and Development Series No. 182.
ED 179 780

Oklahoma State Board for Vocational Education, Stillwater.

Vocational Agriculture III. A Curriculum Guide, 11th Grade.
ED 179 685

Oregon State Dept. of Education, Salem.

Education of the Hearing Impaired: Suggested Oregon Guidelines for Determining the Most Appropriate Educational Placement of Hearing Impaired Children.
ED 177 776

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

The Longitudinal Impact of Preschool Programs on Trainable Mentally Retarded Children.
ED 177 779

Paris Junior Coll. Tex.

Pilot Project in Vocational Gemology. A Research Study.
ED 179 711

Policy Studies in Education, New York, N.Y.

Third-Party Final Report of the Ohio State Department of Education's EBCE 3-Year Project.
ED 179 724

Research for Better Schools, Inc. Philadelphia, Pa.

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Group Leader's Edition.
ED 179 810

Career Clarification Program: A Problem-Solving Approach. Experience Based Career Education. Student's Edition.
ED 179 811

Rutgers, The State Univ. New Brunswick, N.J. Center for Coastal and Environmental Studies.

Energy Occupations Handbook.
ED 179 825

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Business Principles and Management. Curriculum Guidelines.
ED 179 802

Greenhouse Production: A Series of Learning Activity Packages.
ED 179 801

Word Processing.
ED 179 804

South Dakota Career Education Project, Watertown.

Pathfinder Project: Exploration through a Cluster Structure Linking Business, Manpower Agencies, and Vocational-Technical Education by Broadening Information, Aspirations, and Career Educational Opportunities. Final Report.
ED 179 725

Southeastern Massachusetts Univ. North Dartmouth. Div. of Continuing Studies and Special Programs.

Sex Equity in Career Education (K-8). Resource Guide.
ED 179 723

Southern Regional Education Board, Atlanta, Ga.

The Role of High School Vocational Agriculture/Agribusiness Programs in the Occupational Success of Graduates. Research Report of a Southern Regional Study in Agricultural Education.
ED 179 797

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

A Review of the Change Literature with Implications for ISSOE Dissemination. Second Printing.
ED 179 700

Technical Instruction Systems, Springfield, Ill.

A Study of Interior Wiring, Color Coding, and Switching Principles by Simulation and Practice.
ED 179 805

Temple Univ. Philadelphia, Pa.

Occupational Choices and Employment Opportunities for High School Students. (Decision Model for Vocational Education). Final Report.
ED 179 702

A Study of the Relationship of Teacher Enthusiasm to Salient, Selected Variables Influencing Achievement in the Vocational Laboratory. Final Report.
ED 179 781

Texas A and M Univ. College Station. Coll. of Education.

Making Mainstreaming Work: A Handbook for Vocational Administrators.
ED 179 816

Texas A and M Univ. College Station. Dept. of Agricultural Education.

Inventory and Analysis of Professional Tasks Engaged in by Teachers of Vocational Agriculture in the Secondary Schools of New Mexico. A Summary Report of Research.
ED 179 694

Texas Inst. for Rehabilitation and Research,

Houston.
Parental Skills Program for Parents of Handicapped Children. Final Report, July 1, 1974-August 31, 1976.
ED 177 782

Virginia Univ., Charlottesville.
Abnormal Youth Employment and Imperfect Information. Final Report, September 1978-March 1979.
ED 179 741

Wisconsin State Dept. of Public Instruction, Madison.
A Conceptual Scheme and Decision-Rules for the Selection and Organization of Home Economics Curriculum Content.
ED 179 757

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
New and Emerging Occupations: A Process for Monitoring and Identifying the Impacts for Vocational and Technical Education.
ED 179 824

A Study to Develop a Model Process for a Displaced Homemaker Center within a VTAE District. Final Report.
ED 179 796

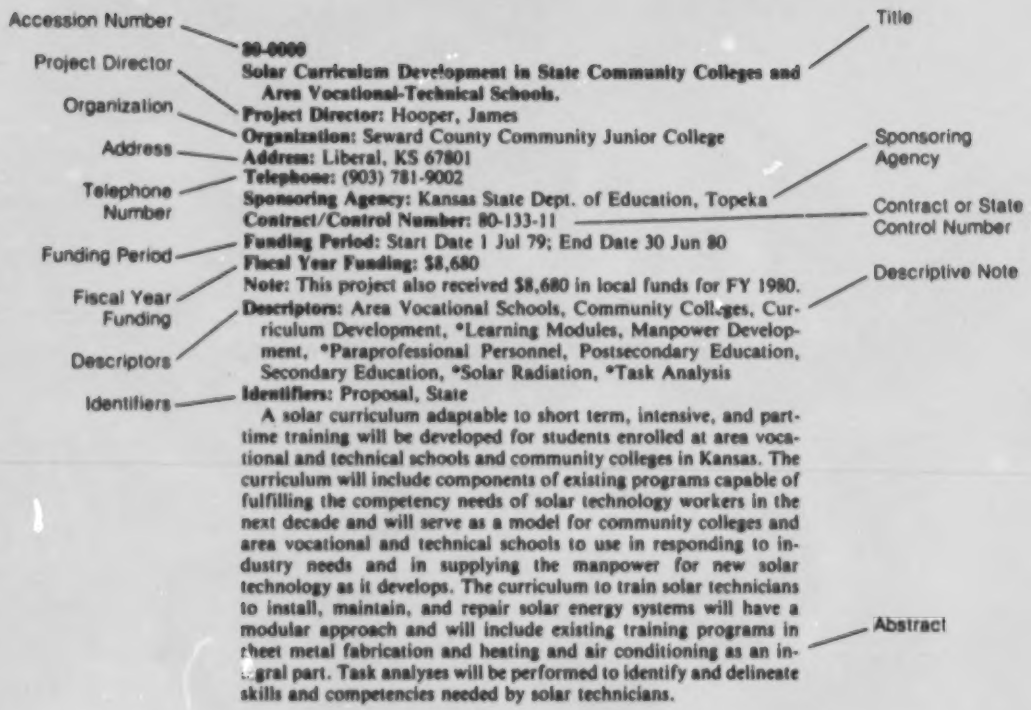
Women's Bureau (DOL), Washington, D.C.
Displaced Homemakers: A CETA Program Model, Fitchburg, Massachusetts.
ED 179 778

A Guide to Coordinating CETA/Vocational Education Legislation Affecting Displaced Homemaker Programs.
ED 179 777

The Role and Status of Women Workers in the United States and Japan. A Joint United States-Japan Study.
ED 179 760

Woodrow Wilson Rehabilitation Center, Fishersville, Va.
Occupational Information Systems and Their Use in Rehabilitation. Revised.
ED 179 823

SAMPLE PROJECT RESUME


Accession Number
80-0000
Title
Project Director
Solar Curriculum Development in State Community Colleges and Area Vocational-Technical Schools.
Organization
Project Director: Hooper, James
Organization: Seward County Community Junior College
Address
Address: Liberal, KS 67801
Sponsoring Agency
Telephone Number
Telephone: (903) 781-9002
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract or State Control Number
Contract/Control Number: 80-133-11
Funding Period
Funding Period: Start Date 1 Jul 79; End Date 30 Jun 80
Fiscal Year Funding
Fiscal Year Funding: $8,680
Descriptive Note
Note: This project also received $8,680 in local funds for FY 1980.
Descriptors
Descriptors: Area Vocational Schools, Community Colleges, Curriculum Development, *Learning Modules, Manpower Development, *Paraprofessional Personnel, Postsecondary Education, Secondary Education, *Solar Radiation, *Task Analysis
Identifiers
Identifiers: Proposal, State
A solar curriculum adaptable to short term, intensive, and part-time training will be developed for students enrolled at area vocational and technical schools and community colleges in Kansas. The curriculum will include components of existing programs capable of fulfilling the competency needs of solar technology workers in the next decade and will serve as a model for community colleges and area vocational and technical schools to use in responding to industry needs and in supplying the manpower for new solar technology as it develops. The curriculum to train solar technicians to install, maintain, and repair solar energy systems will have a modular approach and will include existing training programs in sheet metal fabrication and heating and air conditioning as an integral part. Task analyses will be performed to identify and delineate skills and competencies needed by solar technicians.
Abstract

PROJECTS IN PROGRESS
State-Administered Projects

Resumes

Resumes in this section announce current research projects, exemplary and innovative projects, and curriculum development projects funded under sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482). The projects are arranged alphabetically by state, then by legislative section within states. Complete names and addresses are provided for individuals and organizations conducting the projects. Addresses of the state research coordinating units (sponsoring agencies) are listed in the organizational resources section.

CALIFORNIA

Exemplary and Innovative (Sec. 132)

000222

Development of Proficiency Tests in Reading and Writing Oriented to a Specific Career Field.

Project Director: Collins, Charles C.
Organization: Contra Costa Community College District, 500 Court Street, Martinez, CA 94553
Telephone: (415) 439-2181
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 07-61689-3-0-457
Funding Period: Start Date 10 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $18,416
Descriptors: *Remedial Reading, *Tutorial Programs, *Peer Teaching, *Writing Skills, Remedial Programs, Tutors, Language Skills X
Identifiers: State, Proposal

To help overcome vocational students' deficiencies in reading and writing, vocational instructors will select the most able vocational students to be trained as reading and writing tutors for specific vocational subjects. The language arts instructors who teach the tutor training class will circulate each vocational area to supervise and help the tutors and also will work with vocational instructors to prepare them to direct, supervise, and evaluate their tutors. Two outside evaluators will evaluate the program. Reports will be made to other colleges at conferences and a final report will be published.

Curriculum Development (Sec. 133)

000236

Visual Communicaton: Drafting Course Outlines and Learning Modules.

Project Director: Bush, Keith
Organization: East Side Union High School District, 830 N. Capitol Avenue, San Jose, CA 95133
Telephone: (408) 926-7500
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 43-69427-3-0-303
Funding Period: Start Date 01 Sep 79; End Date 30 Jun 80
Fiscal Year Funding: $36,000 (Charged to FY 1979)
Descriptors: *Course Descriptions, *Learning Modules, *Drafting, *Instructional Materials, *Technical Occupations, Secondary Education, Job Skills
Identifiers: State, Proposal

Course outlines and individualized learning modules for the drafting segment of the visual communications cluster curriculum guide will be developed for grades 7-12. Instructional modules which will contain materials for both students and teachers for grades 7-10 also will be developed. Curriculum materials will reflect the special needs of a diversified ethnic population and of local industries. The learning modules will provide students with the necessary competencies for entry-level occupations and technical specialization.

000029

Update the Administration of Justice Curriculum.

Project Director: Blanchard, Robert
Organization: 923 Group, 1511 Sedalia Place, Riverside, CA 92506
Telephone: (714) 686-3106
Sponsoring Agency: California State Dept. of Education, Sacramento
Contract/Control No.: 8530
Funding Period: Start Date 08 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $24,000
Descriptors: *Instructional Materials, *Criminology, *Legal Education, Two Year Colleges, Higher Education
Identifiers: State, Proposal

The administration of justice curriculum for use in community college programs statewide will be updated by reviewing the present curriculum, selecting a curriculum development committee which will solicit suggestions for changes from colleges and practitioners, incorporating these changes, and disseminating the curriculum. One thousand copies of the curriculum will be printed.

COLORADO

Exemplary and Innovative (Sec. 132)

000216

Identification, Selection, Testing, and Recruitment of Students for Occupational Programs.

Project Director: Lancaster, Stan
Organization: Boulder Valley School District RE-2, 6600 Arabahoe Road, Boulder, CO 80303
Telephone: (303) 447-1010
Sponsoring Agency: Colorado State Dept. of Education, Denver

Funding Period: Start Date 01 Jan 79; End Date 31 Dec 80
Fiscal Year Funding: $17,843 (Charged to FY 1979)
Descriptors: *Student Testing, *Student Recruitment, *Program Evaluation, *Enrollment, Grade 10, Secondary Education, Information Dissemination
Identifiers: State, Proposal

Recruitment of sophomore students at Fairview and Boulder high schools will be enhanced by implementing a validated process to meet enrollment and completion needs. Features of the process include repeated informational presentations about vocational education programs and individual attention in the form of program tours, counselor interviews, and testing prior to enrollment. In addition, a recruitment process report designed to assist other centers in developing, implementing, and evaluating an effective, comprehensive recruitment process will be developed and disseminated. The report will serve as an information base for future recruitment activity planning at Boulder.

FLORIDA

Research (Sec. 131)

000035

Catalog of Innovations Development, 1980.
Project Director: Hinely, Hugh
Organization: Florida State University, Tallahassee, FL 32306
Telephone: (904) 644-6029
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1C17
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,000
Descriptors: *Educational Innovation, *Annotated Bibliographies, *Information Dissemination, *Program Descriptions, *Research Projects
Identifiers: State, Proposal

A catalog of innovations development for 1980 will provide vocational education personnel with information about exemplary programs and familiarize them with research projects which are influencing vocational education practices in Florida. Descriptions of each research project will include the scope, purpose, and findings.

Exemplary and Innovative (Sec. 132)

000213

Third-Party Evaluation of a Demonstration of a Secondary and Postsecondary Experience-Based Career Education Program.
Project Director: Bashaw, W. L.
Organization: Education Evaluation Services, Inc, P.O. Box 5993, Athens, GA
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 790 073
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,000
Descriptors: *Program Evaluation, Secondary Education, Postsecondary Education, Curriculum Development, Demonstration Projects, Instructional Materials, Learning Modules
Identifiers: State, Proposal, *Experience Based Career Education Program

The evaluation, resulting in the availability of a curriculum delivery system combining the world of work with knowledge acquisition for secondary and postsecondary students, will be effected by translating each project objective, student product objective, and student process objective into a series of questions. Evaluators will attend monthly task force meetings and developmental work sessions and periodically visit county staffs, local schools, and sample students and site resource persons from whom survey data will be obtained. Telephone interviews will be conducted with a sample of parents. In addition, the super career development inventory will be administered as a pretest and a posttest. Products will be curriculum content modules in math, science, social studies, English, and life career skills; a management system; a guidance component; and a resource teacher manual.

000226

Pilot Project to Identify Sex-Role Factors Affecting the Employment of Vocational Students in Selected Occupational Areas.
Project Director: Wichowski, Chester
Organization: Florida International University, Miami, FL 33199
Telephone: (305) 552-2711
Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract/Control No.: 0-1D12
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $14,632
Descriptors: *Occupational Surveys, *Employment Opportunities, *Sex Role, *Sex Bias. Sex Fairness, Sex Discrimination, Measurement Techniques
Identifiers: State, Proposal

A study will be conducted to assess selected occupational areas which are traditionally dominated by one sex in the local labor market to determine which specific psychological and physical barriers may still be a hindrance to sex equity. Staff will consult with labor groups and establish an advisory committee. Literature will be reviewed, an instrument will be developed and adjusted for content validity, target occupational areas will be identified and sampled, and data will be analyzed. Results will be disseminated to vocational teachers, counselors, administrators, and other interested persons.

GEORGIA

Research (Sec. 131)

000241

Planned Business-Industry Vocational Education Exchange Program.
Project Director: Fowler, Harmon
Organization: Georgia State University, University Plaza, Atlanta, GA 30303
Telephone: (404) 658-2500
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98302
Funding Period: Start Date 07 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $2,500
Descriptors: *School Business Relationship, *School Community Relationship, *Community Resources, School Counselors, Postsecondary Education
Identifiers: State, Proposal

A model will be developed for an exchange program between the school, business and industry, with procedures for its implementation in addition to an inventory of industries with training capabilities. Procedures will include recruiting resource persons from the community to serve as student advisers; providing opportunities for vocational instructors to obtain experience in business and industry; and facilitating the participation of employers, employees, and labor unions in postsecondary institutions. Copies of the implementation guide will be delivered.

Curriculum Development (Sec. 133)

000242

Develop a Self-Paced, Competency-Based Curriculum for Drafting.
Project Director: Seymour, James W.
Organization: J and M LTD, Box 296, Colberg, GA 30628
Telephone: (404) 788-2854
Sponsoring Agency: Georgia State Dept. of Education, Atlanta
Contract/Control No.: 98250
Funding Period: Start Date 01 Dec 79; End Date 31 May 81
Fiscal Year Funding: $45,000
Descriptors: *Drafting, *Articulation Education, *Behavioral Ob-

jectives,**Competency Based Education, *Criterion Referenced Tests, *Student Developed Materials, Secondary Education, Postsecondary Education, Task Analysis, Audiovisual Aids, Teaching Guides
Identifiers: State, Proposal

A student drafting curriculum will be developed and field tested for use in secondary and postsecondary drafting programs in Georgia. The curriculum will be articulated to enhance mobility between and within educational levels and related to specific job skills. Student exit points will be identified, a continuum of required tasks refined, performance objectives and criterion-referenced tests developed, and appropriate learning activities and instructional modules developed for each task. Final products will include student-written materials, teaching guides, and audiovisuals.

IDAHO

Research (Sec. 131)

000221

Planning Phase for Regional Vocational Education Programs in Latah County, Idaho and Whitman County, Washington.
Project Director: Hoyt, James R.
Organization: School District 281, Moscow, ID 83843
Telephone: (208) 882-1120
Sponsoring Agency: Idaho State Dept. of Education, Boise
Contract/Control No.: R-55-80
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $8,000
Descriptors: *Feasibility Studies, *Cooperative Programs, *Regional Cooperation, *Articulation Education, *Regional Programs, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

A plan to determine the implication of offering cooperative multidistrict vocational programs will be developed. Project results are intended to enable staff to reach the following objectives: provide additional vocational opportunities; focus on regional intrastate cooperation; develop programs to use existing offerings more efficiently; establish an umbrella vocational advisory committee; develop a coordinated regional program for secondary and postsecondary students; and further define student needs and interests.

ILLINOIS

Research (Sec. 131)

000267

CARE Kit: Revised and Disseminated (Continuation).
Project Director: Blair, Diane
Organization: Eastern Illinois University, 210 Buzzard Education Building, Charleston, IL 61920
Telephone: (217) 581-5951
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: 0415-181
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,552
Descriptors: *Special Education Teachers, *Instructional Materials, *Information Dissemination, *Job Search Methods, *Exceptional Persons. *Program Evaluation, Records Forms, Data Collection
Identifiers: State, Proposal

Instructional materials developed in earlier phases of this project for helping special needs students obtain job-acquiring and job-keeping skills (the CARE Kit) will be disseminated to special needs teachers through presentations at meetings and conferences. An evaluation instrument will be prepared and distributed to all participants using the kits; findings will be reported. The special cooperative education yearly summary forms will be revised to facilitate the data collection process for local educational agencies and provide the state board of education with relevant data for reporting purposes.

Exemplary and Innovative (Sec. 132)

000287

Sycamore Experienced-Based Education (EBE) Implementation/Demonstration Program.
Project Director: Johnson, Peter L.
Organization: Sycamore High School District 427, 1 Spartan Trail, Sycamore, IL
Telephone: (815) 895-2138
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-32-40-X-4110-333
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Experiential Learning, *School Community Relationships, *Staff Development, *Career Exploration, Secondary Education, Demonstration Centers, Learning Laboratories
Identifiers: State, Proposal

Twenty to thirty students in grades 9-11 will be served using the EBE approach (individually planned projects combining independent study and research with hands-on activities at community resource sites). Efforts will be continued to maintain an effective liaison between the EBE program and the Sycamore community and to eliminate sex bias and sex role stereotyping. Program infusion and personnel development activities will include encouraging instructional staff to incorporate EBE approaches and materials into their curriculum and initiating an ongoing staff development system. A three-credit graduate course will be offered to instructional staff. The existing career material file will be expanded and made available to all members of the high school community, and the EBE instructional laboratory will be maintained as an EBE demonstration center for administrators and teachers from other local education agencies. A EBE newsletter will be published bimonthly and an EBE advisory committee established. A final report will be written.

000056

Community Career Resources Program (Continuation).
Project Director: Keegan, Janice H.
Organization: Boone-Winnebago Regional Office of Education, Courthouse Building, Room 712, Rockford, IL 61101
Telephone: (815) 987-3060
Sponsoring Agency: Illinois State Office of Eduation, Springfield
Contract/Control No.: R-32-5-0-X-0264-134
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,350
Descriptors: *Career Education, *School Business Relationship, *School Community Relationship, *Community Resources, *Occupational Information
Identifiers: State, Proposal

Area labor leaders, businesses, and educators will cooperate to provide a career education program for area schools to include integrating career education into the regular curriculum; providing students with awareness of characteristics, needs, and work philosophies of area business and labor; and providing students with an awareness of the increasing variety of career opportunities. Procedures will include classroom resource speakers, job site visits, and individual interviews; revision and expansion of a community career resources guide; expansion of the number of cooperating area employers; creation of a regional office of education newsletter; development of a slide presentation of career education activities; and meetings with a business-labor-education advisory council. A review of area vocational training opportunities will be included in the classroom presentation; classrooms as well as individual students and teachers will have the opportunity to visit the Rockford Area Vocational Center. A final report will be delivered.

INDIANA

Research (Sec. 131)

000298

Regional Administrative Communication and Programmatic

Preparation for Local and Regional Planning.
Project Director: Fields, Charles E.
Organization: New Albany-Floyd County Consolidated School Corporation, 802 E. Market Street, New Albany, IN 47150
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 47-80-III-1
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $11,516
Descriptors: *Regional Cooperation, *Program Planning, *Cooperative Planning
Identifiers: State, Proposal

A regional communications base will be mantained to complete a procedure for regional new vocational program review and planning. The project also will provide support services for a two-and-a-half day staff retreat emphasizing curriculum development and joint planning to develop the regional communications base. Two part-time staff will be hired to assist with clerical services and to facilitate gathering Vocational Education Data System (VEDS) information for improved planning.

Curriculum Development (Sec. 133)

000247
Training of a Cadre of Performance-Based Vocational Education Curriculum Specialists/Writers.
Project Director: West, B. R.
Organization: Indiana University, Research and Sponsored Programs, 355 Lansing Street, Indianapolis, IN 46202
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 6-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $50,000
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Criterion Referenced Tests
Identifiers: State, Proposal

Twelve members from each of the vocational service areas will be selected to be trained as performance-based curriculum specialists/writers. At the conclusion of the thirty-two training sessions, each writer will complete a minigrant under the supervision of the project director. Each member will choose a program area from an occupational matrix and establish a training target consisting of a single occupational category with courses, job titles, and task lists for that category. Members will then construct task domains which exhibit a high degree of intradomain transfer of cognitive knowledge and psychomotor skill, identify the learning content associated with a selected domain of tasks, establish the learning content limits, and prepare and field test a domain-referenced test.

000237
Development of Occupational Matrices.
Project Director: West, B. R.
Organization: Indiana University, Research and Sponsored Programs, 355 Lansing Street, Indianapolis, IN 46202
Telephone: (317) 264-8285
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 70-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $33,000
Descriptors: *Competency Based Education, *Occupational Surveys, *Program Development
Identifiers: State, Proposal
Descriptive Note: This project also received $7453 in local funds for FY 1980

Occupational matrices in six vocational areas to be identified will be developed to provide a process model from which performance-based programs may be structured and learning content identified. Working and advisory committees will be appointed to establish matrix dimension, a survey instrument will be constructed and field tested, and data will be collected and analyzed. A publication of Indiana's occupational universe will be produced.

000272
Vocational-Technical Education Consortium of States (V-TECS) Catalog Development in Agricultural Mechanics.
Project Director: Hamilton, W. H.
Organization: Purdue University, Department of Education, SCC G-10, West Lafayette, IN 47906
Telephone: 749-2093
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 9-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $10,000
Descriptors: *Competency Based Education, *Agricultural Engineering, *Behavioral Objectives, Evaluation Criteria, Agricultural Machinery Occupations, Check Lists, Task Analysis
Identifiers: State, Proposal, *Vocational Technical Education Consortium States

A catalog of performance objectives in three agricultural mechanics areas will be developed using the V-TECS process. A state-of-the-art report will be prepared, a survey instrument will be developed, and a writing team will develop performance guides. A field review catalog, which will be the basis for the final catalog, will be developed.

000223
Vocational-Techical Education Consortium of States (V-TECS): A Job Inventory Study to Identify Learning Content.
Project Director: Richards, Diane
Organization: New Educational Directions, Inc, P.O. Box 307, Crawfordsville, IN 47933
Telephone: (317) 362-8877
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 10-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $10,000
Descriptors: *Competency Based Education, *Task Analysis, *Occupational Surveys, *Behavioral Objectives, *Course Content, Evaluation Criteria, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, *Vocational Technical Education Consortium States

The V-TECS catalog will be used to complete a V-TECS matrix within a chosen domain. A job task and tool and equipment inventory for each job title within the domain will be conducted and learning content required for each task developed. Existing V-TECS will be reviewed, and job incumbants will be interviewed to identify skills and knowledge needed to complete each task. Learning content for each task will be field reviewed by vocational instructors.

000224
Vincennes University Catalog of Objectives and Printing Articulation (COPA).
Project Director: Whitkanack, Ken
Organization: Vincennes University, 1002 North First Street, Vincennes, IN 47591
Telephone: (812) 885-4259
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 11-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $10,000
Descriptors: *Competency Based Education, *Articulation Education, *College School Cooperation, *Printing, *Behavioral Objectives, Secondary Education, Postsecondary Education, Task Analysis
Identifiers: State, Proposal, Vocational Technical Education Consortium States

A Vocational-Technical Education Consortium of States (V-TECS) catalog of tasks, task analysis, and performance objectives for job titles of one printing subcluster, and a secondary and postsecondary articulation model for using the catalog will be developed. The model

will be tested, evaluated, and revised.

000225

Local Implementation of Performance-Based Curriculum.
Project Director: Hankenhoff, Beverly
Organization: New Castle Community School Corporation, 522 Elliott Avenue, New Castle, IN 47362
Telephone: (317) 529-0340
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 13-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $35,000
Descriptors: *Articulation Education, *Inservice Teacher Education, *Competency Based Education, *Criterion Referenced Tests, Secondary Education, Postsecondary Education, Child Care, Typists, Welders, Carpenters, Machinists, Medical Assistants, Task Analysis
Identifiers: State, Proposal

Three domain-referenced tests for each of the following job titles will be developed and validated by field test: child care assistants, clerk-typists, combination welder, machinist, medical assistant, and rough carpenter. Interested secondary students and adults will be articulated into one or more of the areas. Secondary and postsecondary administrators, staff, and guidance personnel will receive in-service training on the articulation process, and one staff member per job title area from each institution will be trained to develop domain-referenced tests.

000229

Develop and Implement a Performance-Based Program in Auto Mechanics.
Project Director: Keiser, Jerry C.
Organization: Indiana Vocational-Technical College, 616 Wabash Avenue, Lafayette, IN 47905
Telephone: (317) 423-1533
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 14-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Competency Based Education, *Auto Mechanics, *Criterion Referenced Tests, Inservice Teacher Education, Task Analysis, Postsecondary Education
Identifiers: State, Proposal

Selected vocational automotive staff will be trained to develop performance-based programs or one to three domains in auto mechanics. Domains to be developed will be identified, a task analysis conducted, and limits on learning content set.

000248

Develop and Implement a Performance-Based Program in Auto Mechanics.
Project Director: Thompson, James L.
Organization: Tippecanoe School Corporation, 21 Elston Road, Lafayette, IN 47905
Telephone: (317) 474-2481
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 15-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Competency Based Education, *Auto Mechanics, *Criterion Referenced Tests, Inservice Teacher Education, Secondary Education, Task Analysis
Identifiers: State, Proposal

Selected vocational automotive staff will be trained and will then develop performance-based programs for one to three domains in auto mechanics. Domains to be developed will be identified, a task analysis conducted, and limits on learning content set.

000244

Develop and Implement a Performance-Based Program in Auto Mechanics.
Project Director: None Listed
Organization: Benton Community School Corporation, Box 512, Fowler, IN 47944
Telephone: (317) 884-0850
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 17-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Competency Based Education, *Auto Mechanics, *Criterion Referenced Tests, Inservice Teacher Education, Task Analysis, Secondary Education
Identifiers: State, Proposal

Selected vocational automotive staff will be trained and will develop performance-based programs for one to three domains in auto mechanics. Domains to be developed will be identified, a task analysis conducted, and limits on learning content set.

000230

Implementation of Performance-Based Vocational Education (PBVE) Materials in a Business Area.
Project Director: Overton, Camila
Organization: North Daviess County Community Schools, RR 1, Elnora, IN 47529
Telephone: (812) 636-7307
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 18-80-III
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Competencyy Based Education, *College School Cooperation, *Office Occupations Education, *Business Education, *Criterion Referenced Tests, Secondary Education, Postsecondary Education, Task Analysis
Identifiers: State, Proposal

Performance-based business and office curriculum materials will be developed and implemented in coordination with Vincennes University. Teaching aids and materials will be obtained and tested. The Vincennes University business department will review project activities.

000246

Implementation of Performance-Based Vocational Education (PBVE) Materials in a Health Occupations Program.
Project Director: Schweikarth, Jill
Organization: Twin Rivers Vocational Area, South Knox School Corporation, P.O. Box 388, Monroe City, IN 47557
Telephone: (812) 743-2283
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 19-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Competency Based Education, *College School Cooperation, *Allied Health Occupations Education, *Criterion Referenced Tests, Secondary Education, Task Analysis
Identifiers: State, Proposal

Performance-based curriculum materials will be developed for a secondary health occupations program in coordination with an existing health occupations program at Vincennes University. At least three job titles to be implemented will be completed to the domain-referenced test level. The health occupations instructor will be assisted in setting up an advisory committee.

000245

Development and Trial of a Performance-Based Vocational Welding Program.
Project Director: Sterrett, Dan
Organization: Blue River Vocational-Techical Center, 789 St. Joseph Street, Shelbyville, IN 46176
Telephone: (317) 835-4057

Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 20-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $4,000
Descriptors: *Competency Based Education, *Welding, *Criterion Referenced Tests, Task Analysis, Secondary Education
Identifiers: State, Proposal

A performance-based curriculum for welding will be developed and implemented. Based on a state suvey, tasks for job title of welder's helper, combination welder, and production line welder will be developed. A random sample of welding students will use the new program and will be administered the domain-referenced tests to evaluate the program.

000249

Coordination of State Board of Vocational and Technical Education Projects Which Provide a Performance-Based Vocational Education Data Base.
Project Director: West, B. R.
Organization: Indiana University, Research and Sponsored Programs, 355 Lansing Street, Indianapolis, IN 46202
Telephone: (317) 264-2277
Sponsoring Agency: Indiana State Board of Vocational And Technical Education, Indianapolis
Contract/Control No.: 29-80-III-3
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $129,000
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Instructional Materials, *Test Construction, *Criterion Referenced Tests, *Behavioral Objectives, Information Dissemination
Identifiers: Vocational Technical Education Consortium States, State, Proposal

Staff at fifteen project sites will be trained to develop domain-referenced tests, occupational matrices, and Vocational-Technical Education Consortium of States (V-TECS) catalogs, and to identify learning content according to Indiana's performance-based methodology. A communication link among the projects, and between the projects and the state board of vocational and technical education will be established. Results will be communicated through articles in journals and bulletins, workshops, and short presentations.

IOWA

Research (Sec. 131)

000273

Displaced Homemakers: Who Are They and What Are Their Vocational Needs.
Project Director: McClurg, Ron
Organization: Des Moines Area Community College, Ankeny, IA 50021
Telephone: (515) 964-6418
Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines
Contract/Control No.: FCS-80-04
Funding Period: Start Date 01 Jul 79; End Date 31 Mar 80
Fiscal Year Funding: $23,000
Descriptors: *Information Retrieval, *Data Collection, *Displaced Homemakers, *Needs Assessment, *State Surveys, Career Counseling, Information Systems, Females, Employment Potential
Identifiers: State, Proposal

An information retrieval system to identify displaced homemakers and other special groups will be developed and implemented. A data collection instrument to assess the vocational preparation and placement needs of these groups will be designed and administered. The final report will include the applicability of the methodology and results of the needs assessment and survey results.

KANSAS

Curriculum Development (Sec. 133)

000084

Development of Specialized Postsecondary Business Occupations Curriculum Guides.
Project Director: Groneman, Nancy
Organization: Emporia State University, Business Education Department, Emporia, KS 66801
Telephone: (316) 343-1200
Sponsoring Agency: Kansas State Dept. of Education, Topeka
Contract/Control No.: 80-133-05
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $5,345 (Charged to FY 1979)
Descriptors: *Curriculum Guides, *Business Education, *Office Occupations, Postsecondary Education, Curriculum Development, Data Processing Occupations, Distributive Education, Insurance Occupations, Management Education, Secretaries
Identifiers: State, Proposal
Descriptive Note: This project also received $440 in local funds for FY 1979

Specialized curriculum guides for office occupations, data processing, and distributive education will be developed for postsecondary business occupations programs in Kansas. Existing curriculum guides will be analyzed and tentative guides developed for occupations where needed, including insurance occupations, small business management, and legal secretary work. Educators and occupational leaders will revise and validate the guides prior to printing and statewide dissemination.

KENTUCKY

Research (Sec. 131)

000270

CETA Vocational Education Coordination.
Project Director: Owens, Devert; Lamar, Carl F.
Organization: University of Kentucky, Lexington, KY
Telephone: 257-1685
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: V28810033F
Funding Period: Start Date 02 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,000
Descriptors: *Agency Cooperation, *Coordination, *Delivery Systems, *Educational Resources
Identifiers: State, Proposal, *Comprehensive Employment and Training Act

A better understanding of the nature and basic requirements of the CETA program and a knowledge of vocational education resources available to support CETA programs will be developed among vocational education personnel. Coordination and linkage between the specialized support functions of the Bureau of Vocational Education and CETA clients will be improved, and strategies to improve the delivery of vocational education specialized support services to CETA will be developed. Attempts will be made to overcome barriers to meeting requests for programs and support services from the prime sponsor. A plan that includes strategies and procedures for implementing CETA-funded programs will be completed.

000271

Research to Identify and Develop Diagnostic and Evaluation Materials and Procedures to Assess Vocational Aptitudes of Handicapped Students.
Project Director: Uthe, Elaine
Organization: University of Kentucky, Lexington, KY
Telephone: (606) 258-8650
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: V288HR0136F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80

Fiscal Year Funding: $18,683
Descriptors: *Disabilities, *Student Evaluation, *Educational Diagnosis, *Individualized Instruction, *Inservice Education, *Exceptional Persons, Evaluation Methods, Teaching Methods, Secondary Education
Identifiers: State, Proposal

Teachers and administrators will be assisted in assessing the vocational aptitude of handicapped students to improve the development of the individual education plan (IEP). An advisory committee involving vocational educators, vocational counselors and special education personnel will identify the competencies and knowledge needed by teachers and administrators, and will develop diagnostic and evaluation materials. In addition, the council will work with consultants to conceptualize a model for assessments and suggest strategies for developing IEPs. In-service training for teachers and administrators in the use of the model and materials will be provided. A handbook describing the model, and a final report will be delivered.

Exemplary and Innovative (Sec. 132)

000095

Competency-Based Vocational Education (CBVE) Demonstration Centers.
Project Director: Steimel, Laura
Organization: Kentucky Bureau of Vocational Education, Frankfort, KY 40601
Telephone: 564-2326
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: [illegible] 9880043F
Funding Period: Start Date 01 Sep 79; End Date 30 Dec 80
Fiscal Year Funding: $18,200
Descriptors: *Competency Based Education, *Inservice Teacher Education, *Demonstration Centers
Identifiers: State, Proposal

This project will help to determine the problems or issues encountered in converting traditional school programs to a competency-based format by converting two schools to a fully competency-based program. In-service and support help will be provided to instructors and school administrators; procedures for a visitor orientation program will be developed; and cooperative efforts among the Bureau of Vocational Education, regional personnel, and teacher-educators will be fostered. Evaluation will consist of student, teacher, and administrator reactions, as well as visitors' comments. The final report will include guidelines for selection, a model for in-service programs, and evaluations including a financial study.

000096

Water Supply Operator Training Project.
Project Director: Noe, Sarah
Organization: Christian County Area Vocational Education Centers, Hopkinsville, KY 42240
Telephone: (502) 886-3734
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: B12880013F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $21,834
Descriptors: *Competency Based Education, *Continuing Education, *Waste Disposal, * *Utilities, *Learning Modules
Identifiers: State, Proposal

The development and field testing of thirty-four competency-based modules for upgrading or continuing education training of water treatment plant and distribution system operators will be completed. The occupational inventory and domain report information will be compared with a similar Vocational-Technical Education Consortium of States catalog. The advisory committee will develop a plan for using the modules and will serve as consultants. The programs, services, and activities will be reviewed for sex fairness/sex equity. A final report will be written.

000238

Industrial Education Program Improvement Project (Continuation).
Project Director: Baugh, Ron
Organization: Kentucky State Department of Education, Bureau of Vocational Education, Industrial Education Unit. 21st Floor, Room 2106, Capital Plaza Tower, Frankfort, KY 40601
Sponsoring Agency: Kentucky State Dept. of Education, Frankfort
Contract/Control No.: X9980023F
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $55,500
Descriptors: *Standards, *Industrial Education, *Diesel Engines, *Auto Mechanics, * *Appliance Repairing, Air Conditioning, Audiovisual Aids, Secondary Education, Postsecondary Education, Electronics
Identifiers: State, Proposal

Minimum uniform quality standards in heavy diesel, auto/diesel, and appliance repair will be developed to improve the industrial education program. Instructional modules for the heavy diesel program will be developed; a diesel unit to be included in auto mechanics curriculum will be developed and field tested; instructional modules in air conditioning will be coordinated and developed for the appliance repair programs; and a status report of the electronic occupations and program including recommendations for programs support and improvement will be prepared. A project coordinator will coordinate writing workshops and evaluation procedures. Other projects will include auto/diesel audiovisual packages and a teacher's guide.

MAINE

Exemplary and Innovative (Sec. 132)

000098

Implementation Grant for Experience-Based Career Education (Continuation).
Organization: Maranocook Community School District 10, Readfield, ME 04355
Telephone: (207) 685-3336
Sponsoring Agency: Maine State Dept. of Educational And Cultural Services, Augusta
Contract/Control No.: 80-96-110-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $28,000
Descriptors: *Career Education, *Resource Guides, *Rural Schools, *Experiential Learning, Secondary Education, Student Transportation, Program Effectiveness
Identifiers: *Experience Based Career Education Program, State, Proposal

The Far West Laboratory's model experience-based career education (EBCE) program will be implemented to demonstrate its effectiveness as an alternative program of comprehensive secondary education. The project will assist students in understanding work and career options available, which vocational programs to enroll in, and the locations of work after they complete vocational training. Students will also participate in on-the-job experiences. It is anticipated that the project will deliver within two years a learning site, a resource guide, and a design for implementing EBCE in rural schools; a trainer's guide for preparing other educators in the EBCE process; and a pamphlet of tips on how to economically transport students to learning sites.

MARYLAND

Curriculum Development (Sec. 133)

000293

Development of a Competency-Based Curriculum in Printing.
Project Director: Suggs, John P.
Organization: Copping State College, 2500 West North Avenue, Baltimore, MD 21216
Telephone: (301) 383-4551
Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $9,516
Descriptors: *Competency Based Education, *Printing, *Photography, *Teaching Guides, *Curriculum Guides, Postsecondary Education
Identifiers: State, Proposal

Using the division of vocational-technical education curriculum guide format, a competency-based curriculum in printing will be developed and divided into areas including photography, composition, and presswork. A printing specialist and a curriculum specialist will work together to develop competency lists and sheets, exercises and tests for instructional units and a teacher's guide. A final report will be delivered.

000292

Developing a Model Competency-Based Vocational Education Course in Postsecondary Institutions.
Project Director: Jacobs, Anne R.; Krum, Mary E.
Organization: Wor-Wic Technical Community College, 300 Byrn Street, Box 439, Cambridge, MD 21613
Telephone: (301) 228-5511
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Competency Based Education, *Nursing, *Learning Modules, *Behavioral Objectives, *Teaching Guides, Articulation Education, Community Colleges, Secondary Education, Allied Health Occupations Education, Postsecondary Education
Identifiers: State, Proposal

A competency-based, beginning nursing course will be developed and divided into modules. Learning packages with performance objectives, challenge examinations, and a teacher's guide with instruction, keys, bibliography, and a competency profile will be developed. The course should provide a pattern of articulation between secondary institutions, health occupations programs, and the nursing program at Wor-Wic Technical Community College. A final report will be written.

000277

Development of a Competency-Based Curriculum in Clothing.
Project Director: Cooney, Stephanie Heatwole
Organization: St. Mary's County Public School, P.O. Box 343, Leonardtown, MD 20650
Telephone: (301) 475-5511
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $12,000
Descriptors: *Competency Based Education, *Clothing, *Learning Modules, *Teaching Guides, *Home Economics, Consortia, Secondary Eduction, Consumer Education
Identifiers: State, Proposal

A competency-based curriculum in clothing will be developed as Maryland's part of a four-state consortium project. A competency profile, learning activity packages, and teacher's guide will be developed, and distributed to consumer and homemaking teachers in the consortium. A final report will be delivered.

000278

Development of a Competency-Based Curriculum in Middle and Junior High School Consumer and Homemaking Classes.
Project Director: Cooney, Stephanie Heatwole
Organization: St. Mary's County Public Schools, P.O. Box 343, Leonardtown, MD 20650
Telephone: (301) 475-5511
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $10,000
Descriptors: *Competency Based Education, *Teaching Guides, *Consumer Education, *Home Economics, Middle Schools, Junior High Schools
Identifiers: State, Proposal

A cometency-based curriculum in middle and junior high school consumer and homemaking classes will be developed to include a competency profile, student competency sheets, and a teacher's guide. A final report will be delivered.

000296

Competency-Based Instruction in Automotive Chassis and Associated systems for Automotive Technology Students at Montgomery College.
Project Director: Cantor, Jeffrey A.
Organization: Montgomery College, 51 Mannakee Street, Rockville, MD 20850
Telephone: (301) 279-5143
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 15 Dec 79; End Date 30 Jun 80
Fiscal Year Funding: $1,953
Descriptors: *Competency Based Education, *Auto Mechanics, *Audiovisual Instruction, *Instructional Materials, *Programed Instructional Materials, *Skill Development
Identifiers: State, Proposal

Automotive technology program faculty will develop a model competency-based program in automotive chassis and associated systems. Audiovisual software to be used with programmed instructional packages will be developed, assessed and integrated into the existing course on a trial basis. Skill development models will be designed to supplement the package which will be added to the automotive learning resource area developed under a previous grant.

000290

Maryland Vocational Curriculum Production Project.
Project Director: Reynolds, Edgar
Organization: Allegany County Board of Education, 108 Washington Street, Cumberland, MD 21502
Telephone: (301) 729-8950
Sponsoring Agency: Maryland State Dept. of Education, Baltimore
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $174,857
Descriptors: *Audiovisual Instruction, *Instructional Materials, *Informational Dissemination
Identifiers: State, Proposal

Print and media curriculum products, including 16mm films and slides/tapes which have been approved for production by the Division of Vocational-Technical Education will be produced to be sold out-of-state and disseminated to local education agencies and teacher educators in Maryland. A final report will be written.

MICHIGAN

Research (Sec. 131)

000288

Employer Follow-up Survey of 1979 School Completers and Leavers.
Project Director: Wargelin, Laurie
Organization: CRW Associates, Inc, 681 W. Forest, Detroit, MI 48201
Telephone: (313) 831-5155
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract/Control No.: 7412
Funding Period: Start Date 21 Apr 80; End Date 30 Sep 80
Fiscal Year Funding: $43,100
Descriptors: *Employer Attitudes, *Educational Assessment, *Followup Studies, *High School Graduates, *Surveys
Identifiers: State, Proposal

In phase 1 of this project to determine employer's evaluations of Michigan vocational high school graduates, a telephone questionnaire will be designed and pretested. During phase 2, 4,400 employers and supervisors will be surveyed. Information recorded by interviewers will be coded for statistical analysis in phase 3; and in phase 4, a final report including documentation, analysis, evaluation of the consultant's activities, and recommendations for conducting other surveys will be submitted.

000280

Program Evaluation and Program Review in Occupational Education.

Project Director: Ladley, Betty
Organization: Washtenaw Community College, 4800 East Huron River Drive, Ann Arbor, MI 48106
Telephone: (313) 973-3332
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract/Control No.: 7413
Funding Period: Start Date 21 Mar 80; End Date 30 Sep 80
Fiscal Year Funding: $50,000
Descriptors: *Educational Assessment, *Community College, *Self Evaluation, *Evaluation Methods, Postsecondary Education, Audiovisual Instruction, Inservice Education
Identifiers: State, Proposal

The Michigan evaluation system project director will visit California sites to become familiar with their evaluation system. An information brochure and a visual presentation will be designed to promote understanding and use of the program review in occupational education (PROE) system. Appropriate community college professionals will be trained to conduct self-study evaluations of occupational programs.

Curriculum Development (Sec. 133)

000283

Vocational Materials Resource Center.

Project Director: Heilman, C.
Organization: Michigan State University, 334 Erickson Hall, East Lansing, MI 48823
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract/Control No.: 7338
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $76,000
Descriptors: *Sex Fairness, *Resource Materials, *Resource Centers, *Information Dissemination, *Information Services
Identifiers: State, Proposal

Local school district orders for sex equity materials will be processed based on district funding allocation; general vocational education materials will be identified and distributed to individuals and agencies. A centralized facility for housing sets of materials for onsite review will be organized. Provision will be made for sales of specific items such as special needs, bilingual, and sex equity materials. Appropriate public information materials and promotional strategies will be developed, and local agencies will be assisted in accessing fugitive materials and obtaining technical assistance. Presentations and exhibits will be made at major vocational education conferences, and mailing will be made to vocational education agencies and teachers.

000231

Distributive Education In-Service and Curriculum Development Grant.

Project Director: Daenzer, John
Organization: University of Michigan, School of Education, Corner E. and S. University, Ann Arbor, MI 48109
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract/Control No.: 7339
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $20,000
Descriptors: *Competency Based Education, *Marketing, *Inservice Teacher Education, *Learning Modules, *Distributive Education, Secondary School Teachers, Staff Development, Food Stores, Human Relations, Secondary Education, Secondary School Mathematics
Identifiers: State, Proposal

A staff development program for secondary marketing teachers in the use and implementation of competency-based education materials and systems available from the Interstate Distributive Education Curriculum Consortium (IDECC) will be coordinated. Financial support will be provided to IDECC, and new or revised learning activity packages (LAPs) will be developed and field tested for the consortium. A school store training manual for use in preparatory programs will be developed, and a training model for future in-service sessions will be established. Products will include eight revised LAPs on human relations, twenty task inventories for supermarket operations, and twenty LAP field tests on math.

000289

Vocational-Technical Education Consortium of States (V-TECS) Membership.

Project Director: Johnson, Tommie
Organization: Wayne State University, Institute for Research and Development, Competency-Based Education Program, Detroit, MI 48202
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract/Control No.: 9150
Funding Period: Start Date 01 Oct 79; End Date 30 Mar 80
Fiscal Year Funding: $61,835
Descriptors: *Competency Based Education, *Behavioral Objectives, *Criterion Referenced Tests, Check Lists, Evaluation Criteria, Printing, Security Personnel, Secretaries
Identifiers: State, Proposal, *Vocational Technical Education Consortium States

As a member of the V-TECS, Michigan will develop four catalogs of performance objectives and guides in printing occupations, security guard, hardware sales, and secretarial occupations. Processes and procedures for revising V-TECS catalogs will be field tested.

000281

Curriculum Resource Team.

Project Director: Wamhoff, Carroll
Organization: Michigan State University, ANREI, College of Agriculture, East Lansing, MI 48824
Sponsoring Agency: Michigan State Dept. of Education, Lansing
Contract/Control No.: 33BO-9151
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $43,000
Descriptors: *Curriculum Study Centers, *Competency Based Education, *Management Information Systems, *Curriculum Guides, Secondary Education, Check Lists, Inservice Teacher Education, Secondary Education, Postsecondary Education, Articulation Education, Computer Oriented Programs
Identifiers: State, Proposal

The vocational-technical education service will be assisted in establishing and operating a statewide curriculum management process. Task lists, criteria, achievement and classroom equipment lists for special curricular areas will be developed and validated. The current status of competency-based education implementation in state-approved secondary programs will be determined. A plan for implementing a statewide, computer-based task list, criteria, and achievement indicators and performance objective search and retrieval system will be developed. Assistance will be provided to state-supported articulation projects which use the articulation process guide. Appropriate steps will be taken to ensure sex equity in both processes and material content. Workshops, seminars, and other in-service activities will be conducted for teachers, administrators, and counselors. Teachers and administrators will receive one-to-one assistance in implementing curriculum materials, processes, and content into existing programs. Curriculum manuals from articulation projects in specified vocational areas will be distributed as well as manuals in specified USOE code areas developed during the project.

MINNESOTA

Research (Sec. 131)

000240

Development of a Long-Range Plan for Postsecondary Vocational Education in Minnesota.

Project Director: Mohrenweiser, Gary A.
Organization: Educational Management Services, Inc, Minneapolis, MN 55435
Telephone: (612) 831-1819

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 472274-37020
Funding Period: Start Date 01 Mar 80; End Date 31 Dec 80
Fiscal Year Funding: $56,114
Descriptors: *Educational Planning, *Long Range Planning, Postsecondary Education, Vocational Education Leaders
Identifiers: State, Proposal

A long-range plan to be used as a guide for the operation and improvement of vocational education in the 1980s will be developed. Nine operational committees dealing with facilities, equipment, instructional programs, instructional support, student services, staffing, funding, decision making, and external impact and consisting of postsecondary vocational education practitioners will be coordinated by an advisory committee. These committees will establish system-wide baseline data, identify the conditions within each of the areas for the system during the 1980s, and recommend alternative planning strategies to attain desired the system. A final report will be delivered.

Curriculum Development (Sec. 133)

000276

Curriculum Development in Energy Management.
Project Director: Quisenberry, Frank
Organization: Area Vocational-Technical Institute 916, 3300 Century Avenue North, White Bear Lake, MN 55110
Telephone: (612) 770-2351
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 1-CD-80
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $56,801
Descriptors: *Energy Conservation, *Audiovisual Instruction, *Inservice Teacher Education, *Instructional Materials, *Building Operation, Curriculum Development, Needs Assessment, Criterion Referenced Tests, Secondary Education, Task Analysis
Identifiers: State, Proposal

A complete curriculum with accompanying instructional materials for use in training building operators in efficient energy management will be developed based on needs assessed through the project. An energy management advisory committee will be appointed to oversee the surveying of industry and vocational-technical institutes for determining energy needs, classes taught, and availabiliy of audiovisual materials. Additional information will be gathered through a review of literature. Resulting products will include a topical matrix of areas to be taught, a task listing, course outlines, lesson plans, audiovisuals, and a criterion assessment instrument. Further implementation will be accomplished through in-service education for potential instructors.

000214

Continuing Education Curriculum for Respiratory Therapists.
Project Director: Buelow, Lucille
Organization: St. Paul Technical-Vocational Institute, 235 Marshall Avenue, St. Paul, MN 55102
Telephone: (612) 221-1300
Sponsoring Agency: Minnesota State Dept. of Education, St. Paul
Contract/Control No.: 7-CD-80
Funding Period: Start Date 02 Jan 80; End Date 30 Nov 80
Fiscal Year Funding: $2,500
Descriptors: *Learning Modules, *Inservice Education, *Professional Continuing Education, *Allied Health Occupations Education, Instructional Materials
Identifiers: *Respiratory Therapists, State, Proposal

Two instructional modules will be developed for use in continuing education classes for respiratory therapy pesonnel. The modules will focus on noninvasive cardiac monitoring and advanced procedures of pulmonary function testing. The materials will be disseminated through in-service presentations to prospective instructors in the Minnesota Society for Respiratory Therapy and through the Minnesota instructional materials center.

MISSOURI

Research (Sec. 131)

000109

Program Evaluation Model for Local Education Agencies (LEAs).
Project Director: Elias, John E.
Organization: University of Missouri-Columbia, 505 East Stewart Road, ASC 201, UMC, Columbia, MO 65211
Telephone: (314) 882-6058
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-1 (116-116)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $35,000
Descriptors: *Program Evaluation, *Instrumentation, *Administrator Guides, Federal Regulation, Comprehensive Programs, Models, Data Collection, Compliance Legal
Identifiers: Local Education Agencies, State, Proposal

A model instrument and accompanying handbook will be developed for use by local education agencies (LEAs) in evaluating vocational education programs. The model will be based on identification of the following: compliance requirements specified in appropriate federal and state regulations; major program components which, when combined, represent the complete interaction of comprehensive vocational education programs; paramenters of production performance or process; and data needs for the model. The model is intended to reduce the data burden of the LEAs and enable state department personnel to shift their role from conducting onsite evaluations to one of monitoring. A final report will be written.

000215

Teaching Strategies to Facilitate Students' Acquisition of Affective Work Competencies.
Project Director: Petty, Gregory C.
Organization: University of Missouri-Columbia, Department of Practical Arts and Vocational-Technical Education. 405 General Classroom Building, Columbia, MO 65211
Telephone: (314) 882-8391
Sponsoring Agency: Missouri State Dept. of Elementary and Secondary Education, Jefferson City
Contract/Control No.: 80-131-600-7 (116-116)
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,843
Descriptors: *Work Attitudes, *Affective Behavior, *Instructional Materials, *Teaching Methods, *Teacher Effectiveness, Material Development, Teacher Workshops, Job Skills
Identifiers: State, Proposal

Research will be conducted to develop instructional materials to teach understanding of work habits, attitudes, and values required of specific occupations, thereby enhancing the possibility of job success for future vocational and technical graduates in Missouri. Project staff will identify essential and common affective worker characteristics of all vocational service areas and determine the characteristics related to two vocational programs that are also common among occupations. Instructional materials and lesson procedures will be developed to enable students to acquire the selected affective work competencies. After curriculum materials have been disseminated to selected Missouri schools, staff will compare the affective work competencies of students with those of workers. Teaching strategies will be judged by comparing treatment and control groups. A final report will be delivered.

MONTANA

Research (Sec. 131)

000279

Butte, Montana Vocational-Technical Center Study.
Project Director: Bandy, George; Kailey, Vernon

Organization: 733 East Sixth, Helena, MT
Telephone: 442-8886; 232-0434
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $10,000
Descriptors: *Feasibility Studies, *Regional Schools, *Vocational Schools, *Cost Effectiveness, State Aid
Identifiers: State, Proposal

An onsite study, student and program analysis, and cost benefit studies will be carried out to determine the feasibility of constructing a new vocational and technical center in the Butte area. The report will be produced for state legislature and local board hearings and presented to interested parties. The report will provide documentation to apply for state and local funding.

000300

Snapshot of Vocational Education in Montana.
Project Director: Olson, Tom
Organization: Northwest Regional Education Laboratory, 710 SW Second Avenue, Portland OR
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Funding Period: Start Date 21 Jan 80; End Date 01 Mar 80
Fiscal Year Funding: $2,065
Descriptors: *Program Descriptions, *Educational Planning, *Delivery Systems, *Agency Cooperation, *Coordination
Identifiers: State, Proposal

A description of vocational education in Montana as it currently exists will be prepared, and the advisory council will be assisted in developing a statement of purpose for future vocational education. The report will include funding patterns, delivery systems, governance structure, interagency coordinating systems, and support systems. The report will be supplied to all interested individuals.

000294

Identification and Development of Apparatus to Assist the Physically Handicapped in Obtaining Access to Laboratory Shops.
Project Director: Bruwelheide, Kenneth
Organization: Montana State University, Department of Industrial Education, Bozeman, MT 59717
Telephone: 944-0211
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-5703-22-17-0020
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $11,738
Descriptors: *School Shops, *Physical Disabilities, *Equipment, *Design Apparatus, *Accessibility For Disabled, Secondary Education, Hand Tools
Identifiers: State, Proposal

Shop skills, tools and equipment commonly found in secondary school instructional laboratories will be identified in light of skills determined possible for physically handicapped individuals to attain. The mobility, strength, and dexterity limits of selected physically handicapped individuals in regard to attaining skills using the identified machine and hand tools will be studied. Apparatus to enable proper, safe, and independent use of identified tools and equipment will be designed, constructed, and refined through laboratory use. Plans, sample test apparatus, and construction and use materials will be compiled for future dissemination to teachers.

000110

Pilot Project Vocational Education Employee/Employer Satisfaction Follow-Up Project.
Project Director: Parsons, Angelina
Organization: Montana State University, Bozeman, MT 58717
Telephone: 994-0211
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-5073-05-24-21-0024
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $10,020
Descriptors: *Records Forms, *Followup Studies, *Graduate Surveys, *Decentralization, *School Districts, Employer Attitudes
Identifiers: State, Proposal

Standardized follow-up forms that meet data requirements of local districts will be developed and integrated with federal agency requirements. The forms will be pilot tested on a sample of six school districts. A decentralized management system for obtaining follow-up data will be pilot tested. Each school district will mail the follow-up forms and compose a cover letter. Problems experienced during the pilot project will be identified. An orientation staff development workshop for participating school districts will be held. School districts will mail student follow-up forms, then will mail employer survey forms only to those alumni who grant permission to have their employer contacted. A final report will be submitted.

Exemplary and Innovative (Sec. 132)

000295

Montana Occupational Employment Survey.
Project Director: Barrett, Fred
Organization: Montana State Department of Labor, Employment and Training Division, 35 South Last Chance Gulch, Helena, MT 59601
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-5250-06-180501
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $24,546
Descriptors: *Occupational Information, *Employment Statistics, *Building Trades, * Occupational Surveys, Employment Programs, Postsecondary Education
Identifiers: State, Proposal, *Mining

An occupational employment statistics program will be developed; and finance, insurance, and real estate businesses will be surveyed to obtain occupational information. A survey of mining and construction occupational information will be published.

Curriculum Development (Sec. 133)

000299

Development of an Activities Manual for Distributive Education.
Project Director: Millikin, Norm; Harris, Ron
Organization: Montana State University, Bozeman, MT 59717
Telephone: 994-4421
Sponsoring Agency: Montana State Office of the Superintendent of Public Instruction, Helena
Contract/Control No.: 80-5703-05-24-22-0013
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $4,234
Descriptors: *Distributive Education Teachers, *Resource Materials, *Teacher Developed Materials, *Instructional Materials, *Learning Activites, Secondary Education, Program Guides
Identifiers: State, Proposal

To improve the quality of education in the classroom, a variety of current and relevant materials and activities for distributive education teachers will be provided, and a resource materials and activities manual will be published and distributed to all distributive education teachers. Materials free of sex bias will be selected. Distributive education teachers will be surveyed to determine activites being used in each instructional area, and the need for new activites and materials. Activities and projects will be collected for inclusion in the manual. Copies of the manual will be made available to preservice distributive education students at Montana State University.

NEBRASKA

Research (Sec. 131)

000010

Identification of New and Emerging Occupations in Nebraska.
Project Director: Buettner, David L.
Organization: Southeast Community College, Lincoln, NE 68501
Sponsoring Agency: Nebraska State Dept. of Education, lincoln
Contract/Control No.: 131-08-01
Funding Period: Start Date 01 Oct 79; End Date 30 Jun 80
Fiscal Year Funding: $9,475
Descriptors: *Data Bases, *Employment Trends, *Employment Projections, Curriculum Planning, Program Planning, Labor Market, Community Colleges, Basic Skills, Manpower Needs
Identifiers: *Emerging Occupations, State, Proposal

New and emerging occupations in Nebraska will be identified and an information base established from a literature review and other resources for program and curriculum planning to meet future labor market needs. Educators and practitioners will use the Delphi technique to establish statewide consensus on the definition of a new and emerging occupation. Basic skills needed for the identified occupations will be ascertained and predictions formulated for demands and growth trends in those occupations for the next ten years. Findings will be disseminated to vocational educators through workshops given at each community and technical college in Nebraska.

Curriculum Development (Sec. 133)

000235

Development of Scope and Sequence at Three Levels in Consumer and Homemaking Education as Taught in Nebraska for Grades 7-12 with Suggestions for Programs Serving Learners in Postsecondary and Adult Programs.
Project Director: Newkirk, Gwendolyn; Kreutz, Shirley
Organization: University of Nebraska, College of Home Economics, Department of Education and Family Services. Lincoln, NE 68583

Telephone: (402) 472-2959
Sponsoring Agency: Nebraska State Dept. of Education, lincoln
Contract/Control No.: 133-08-04
Funding Period: Start Date 01 Dec 79; End Date 30 Jun 80
Fiscal Year Funding: $7,000
Descriptors: *Home Economics, *Consumer Education, *Curriculum Design, Secondary Education, Postsecondary Education, Adult Education
Identifiers: State, Proposal

Content for six areas of home economics for consumer and homemaking programs in grades 7-12 will be identified and grouped into suggested time blocks to help teachers design balanced programs. Implications for selecting content for developing a scope and sequence of grades other than 7-12 (postsecondary and adult) and a valid framework for designing a compatible curriculum will be developed. The final product, "A Scope and Sequence for Consumer and Homemaking Programs in the Secondary Schools of Nebraska, Grades 7-12," will be disseminated to provide teachers with a resource from which content to plan programs for a particular school setting can be selected.

000297

Solar Energy Applications for Agriculture.
Project Director: Gilbertson, O. S.
Organization: University of Nebraska, Department of Agricultural Education, 302 Agricultural Education Hall, Lincoln, NE
Telephone: (402) 472-2807
Sponsoring Agency: Nebraska State Dept. of Education, lincoln
Contract/Control No.: 133-80-06
Funding Period: Start Date 15 Feb 80; End Date 01 Jun 80
Fiscal Year Funding: $5,000
Descriptors: *Solar Radiation, *Instructional Materials, *Agricultural Education, * *Energy Conservation, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

The instructional unit, "Understanding Solar Energy Systems," developed in New Mexico, will be modified to provide practical application to agriculture. Introductory units on alternative energy and agricultural energy management will be developed. Solar energy specialists will review existing curriculum, provide ideas for job sheets and projects applicable to agriculture, and develop agricultural illustrations and examples. Three hundred copies of the units will be produced for use in secondary and postsecondary vocational agriculture departments.

NEVADA

Exemplary and Innovative (Sec. 132)

000302

Education-Industry Cooperative Programs: The Cooperative Education Work Experience Program.
Project Director: Perkins, Dorothy J.
Organization: Clark County Community College, 3200 East Cheyenne Avenue, Las Vegas, NV 89030
Sponsoring Agency: Nevada State Dept. of Education, Carson City
Contract/Control No.: 2676CCCC-80
Funding Period: Start Date 01 Jul 79; End Date 30 Sep 80
Fiscal Year Funding: $22,260
Descriptors: *Community Colleges, *Cooperative Education, *School Community Cooperation, *Work Experience Programs, Part Time Teachers
Identifiers: State, Proposal

Project staff will continue a cooperative education program designed to provide students with the opportunity to incorporate classroom theory with practical work experience. Faculty participation in the supervision of cooperative education students will be increased to create a meaningful triangle between students, the college, and the employer. The program will be publicized through the college, community employers, and high schools in southern Nevada. Part-time instructors from various occupational progams will be used as supplementary resource persons for career planning and to identify job openings in their particular occupations. Cooperative education will be integrated into each instructional program at the college.

NEW JERSEY

Exemplary and Innovative (Sec. 132)

000252

Exemplary Model for Career Guidance of the Gifted and Talented at River Dell.
Project Director: Stroh, Edward H.
Organization: River Dell Regional Schools, Pyle Street, Oradell, NJ 07649
Telephone: (201) 261-4500
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 810
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $8,000
Descriptors: *Academically Gifted, *Talent, *Vocational Interests, *Decision Making, *Field Experience Programs, *Career Guidance, Grade 11, High School Students, Experiential Learning
Identifiers: State, Proposal

Gifted and talented high school studets' ability to identify career interests, refine career choices, and synthesize decisions through hands-on experiences will be developed. In phase 1, the guidance laboratory experience, fifteen participating juniors will be exposed to career information, self-investigation procedures, evaluation and inventory measures, and group counseling sessions. During phase 2 involving shadowing experiences, students will observe persons in the fields selected in the laboratory experience with guidance from a counselor. In the next phase, the working internship experience, three students will be placed at work sites to participate in hands-on experiences with

persons in the field. The Assessment of Career Development will be used to measure program impact by a pre and posttest design.

000217
Vocational Education for Gifted and Talented Students.
Project Director: Wilson, Carol
Organization: Monroe Township Public Schools, Forsgate Drive, Jamesburg, NJ 08831
Telephone: (201) 251-2111
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 132 SEMG 860
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $7,200
Descriptors: *Gifted, *Career Education, *Independent Study, *Individualized Programs, *Resource Room Programs, *Incentive Grants, Talent, Itinerant Teachers
Identifiers: State, Proposal

Gifted and talented seventh through twelfth graders will participate in a career vocational education program to provide them with specific, individualized, career oriented learning experiences, materials, and information not available in the regular curriculum and to assist them in accepting increased responsibility for their educational, career, and vocational planning. A resource room will be staffed by an itinerant teacher/facilitator. Seventh and eigth grade students will be scheduled into an extra classroom or vocational high school course for a specified period of time. Activities will include independent projects or studies, seminars, field trips, conferences, and formal presentations in specific vocational fields. High schools students in the project will apply for career/vocational incentive grants and work with the facilitator as needed. The funds will be used as incentives for developing specific individualized learning experiences related to careers which are not available through the regular curriculum and may be used to pay for materials, supplies, equipment, limited services, and travel.

Curriculum Development (Sec. 133)

000301
Guide for Writers of Individualized Education Programs with T4C.
Project Director: Weissberg, Hilda
Organization: Southard School, Kent Road, Howell, NJ 07731
Telephone: (201) 363-1246
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 UNSC 802
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $2,500
Descriptors: *Teaching Guides, *Instructional Materials, *Basic Skills, *Exceptional Persons, *Individualized Instruction, *Experimental Learning, Teaching Methods
Identifiers: State, Proposal

A guidebook-training package will be produced to help teachers write individual education plans for handicapped students that are oriented toward T4C. A team of writers will develop a list of basic skills for math and communications. Using the T4C laboratory in Edison, they will then develop hands-on activites and learning center strategies for each skill. The basic skills will be number coded and match the T4C skills and printed in a booklet which will describe the materials and instructions needed for carrying out each activity.

000251
Career Guidance Curriculum for Ninth Grade Students Enrolled at the Cape May County Ninth and Tenth Grade Career Center.
Project Director: Carey, Peter
Organization: Cape May County Vocational School District, Crest Haven Road, Camp May Court House, NJ 08210
Telephone: (609) 465-3064
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 811
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $11,450
Descriptors: *Grade 9, *Career Exploration, *Inservice Teacher Education, *Instructional Materials, Decision Making, Teacher Developed Materials
Identifiers: State, Proposal

A ninth grade curriculum which incorporates career exploration and decision making will be designed, developed, and implemented. A professional curriculum consultant will conduct a two-day program on curriculum development. Sixteen instructors will then develop learning activity packets for eight career cluster programs to be offered at the county ninth and tenth grade career center. The packets will be reviewed by the consultant, field tested, evaluated, modified, and disseminated.

000262
Distributive Education Curriculum Pyramid.
Project Director: Stevenson, Brian
Organization: Glassboro High School Board of Education, Bowe Boulevard, Glassboro, NJ 08028
Telephone: (609) 881-2200
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 UNSC 817
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $3,000
Descriptors: *Distributive Education, *Teaching Methods, *Lesson Plans
Identifiers: State, Proposal

Thirty distributive education (DE) teacher coordinators will use material already published or lessons that have already proven successful to create a bank of ten one-day lessons in each of the ten instructional areas of distributive education as determined by the Distributive Education Clubs of America. A central committee of experienced DE coordinators will edit and disseminate the lessons. The coordinators could then select lessons from the bank, add their own lessons, and organize them from the least to the most difficult competencies.

000261
Bilingual Word Processing Curriculum Development.
Project Director: Norwood, Carolyn V.
Organization: Essex County College, 303 University Avenue, Newark, NJ 07102
Telephone: (201) 877-3217
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $18,700
Descriptors: *Secretaries, *Competency Based Education, *Teaching Guides, *Instructional Materials, *Bilingual Education, Spanish Speaking, Postsecondary Education, Office Occupations Education
Identifiers: State, Proposal, *Word Processing

English and Spanish word processing and related secretarial materials will be identified, translated, adapted, developed, articulated, and evaluated to develop a set of competency-based units of instruction in both languages. A training handbook to be used in an experimental word processing course will be produced. A team of three faculty members, a curriculum resource specialist, and a consultant will ensure the quality of the materials produced. A list of teaching strategies and recommendations for program implementation also will be prepared.

000260
Videotape Career Project.
Project Director: Teague, Richard
Organization: Hillsborough Township Board of Education, Hillsborough High School, Homestead Road, RD 1, Belle Mead, NJ 08502
Telephone: (201) 874-4200
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 840
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 8
Fiscal Year Funding: $1,126
Descriptors: *Videotape Recordings, *Career Education, *School Community Relationship, *Student Projects

Identifiers: State, Proposal

Students will be provided with an up-to-date view of current industrial and business situations, procedures, and job opportunities through onsite videotapes of local businesses and industries and in-school videotapes of interviews and demonstrations by local artisans, craftsmen, and industrial and business personnel. A student videotaping crew will be trained and supervised. The tapes produced (about twenty-five) will be promoted by library staff for use in career education projects. New tapes will be created as new fields are developed, and videotapes can be revised and updated as jobs and occupational fields change.

000259

Math PAC.

Project Director: Millard, John A. Sr
Organization: Salem County Board for Vocational Education, RD 2, Box 350, Woodstown, NJ 08098
Telephone: (609) 769-0101
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 848
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $12,583
Descriptors: *Autoinstructional Aids, *Remedial Mathematics, *Practical Mathematics, *Secondary School Mathematics, Mathematics Curriculm, Mathematics Materials, Secondary Education
Identifiers: State, Proposal

This curriculum development project will further develop, field test, refine, and disseminate a self-paced occupational math program package, related to the skills necessary for sucess on the job. A math consultant and editor will compile an existing remedial math program which includes math skills in transportation, health, building trades, mechanics, and personal services. The program includes a teacher management section for beginning, developing, and assessing occupational math as taught in a secondary shared-time vocational schools. The materials will be field tested, modified, and disseminated through a statewide workshop.

000258

Curriculum Development and Dissemination Project.

Project Director: Frobose, Denise
Organization: Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, NJ 08903
Telephone: (201) 932-3845
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract/Control No.: 80 133 SCDG 852
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $32,090
Descriptors: *Information Networks, *Regional Programs, *Resource Centers, *Information Dissemination, *Curriculum Study Centers, Program Coordination
Identifiers: *National Network for Curriculum Coordination, State, Proposal

This project will use the resources of the National Network for curriculum Coordination on behalf of New Jersey to ensure that the state will benefit from its experience as a regional vocational curriculum coordination center in the network system. The network staff will assemble resources and provide information services for New Jersey curriculum development projects; assist the occupational resource center, local education agencies, and others with curriculum-related inquires and services; assist with curriculum development project supervision and monitoring; conduct field testing and evaluation programs; and assist with curriculum editing and publication.

NEW YORK

Research (Sec. 131)

000120

Systematic Tests of Occupational Programs.

Project Director: Pearlmutter, Deborah E.
Organization: New York City Board of Education, Center for Career and Occupational Education. 131 Livingston Street, Brooklyn, NY 11201
Telephone: (212) 522-5122
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 79-3A-901
Funding Period: Start Date 01 Oct 79; End Date 31 Jan 80
Fiscal Year Funding: $57,105 (Charged to FY 1979)
Descriptors: *Job Skills, *Occupational Surveys, *Program Evaluation, *Graduate Surveys, Followup Studies, Success, Program Planning, Auto Mechanics
Identifiers: State, Proposal

Recommendations for program planning, research, and evaluation in placement follow-up studies will be developed from data collected to reassess the competencies and assess the job retention of those employed in fields related to occupational training. Staff will determine if a relationship exists between performence of students enrolled in automotive training and their performance eighteen months after graduation.

000255

Managing Student Learning: Instructional Support System for Occupational Education (ISSOE) Student Planning and Reporting System - Phase 1.

Project Director: Dunn, James A.
Organization: Cornell University, Department of Education, Institute for Occupational Education. 209 Stone Hall, Ithaca, NY 14853
Telephone: (607) 256-6515
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-1114GS
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $58,875
Descriptors: *Field Studies, *Student Records, *Program Development, Data Processing, Manuals, Information Dissemination, Occupational Information
Identifiers: State, Proposal

Project staff will field test the adaptability of the ISSOE student planning and reporting system to different local needs and with different data processing procedures. Activities will be coordinated with Onondaga-Madison Bureau of Cooperative Educational Services to ensure compatability of the system with the OERS data processing capability. A handbook for implementing the system will be prepared. Information will be disseminated through meetings, conferences, and presentations with regional coordinators, area facilitators, state education department staff, and other personnel. Additional lists of competencies necessary for other entry-level jobs will be developed to prepare for expanding the reporting system. Project staff will meet periodically with statewide ISSOE advisory and executive committees. User's guides, manuals, reporting formats, report forms, a technical report, and a final report will be delivered.

000121

Instructional Support System for Occupational Education (ISSOE) Instructional Planning.

Project Director: Dunn, James A.
Organization: Cornell Institute for Occupational Education, Department of Educatio, Stone Hall, Ithaca, NY 14853
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-1115-GS
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $38,548
Descriptors: *Media Selection, *Instructional Materials, *Resource Guides, *Teacher Workshops, *Information Retrieval, Teaching Methods, Models, Teaching Guides, Vocational Education Teachers, Information Seeking
Identifiers: State, Proposal

Fifty occupational education instructors will assist in developing a model of educational product information acquisition using major sources of research, development, and evaluation of instructional pro-

cesses and in developing and field testing a model of teacher-initiated, information-seeking behavior. A form will be developed and pilot tested for teachers to use in summarizing and evaluating various instructional methods used in the Instructional Support System for Occupational Education program. Workshops will be held to train teachers in materials evaluation; follow-up workshops will be held to revise the model and accommodate local needs. In addition to the instructional materials evaluation form, 150 copies of a teacher's guide on choosing instructional materials will be prepared; fifty copies of resource guides containing information on teacher-identified curriculum products, and teaching strategies will be compiled.

000254

Collection, Analysis, and Dissemination of Employment Demand Data for Agriculture/Agribusiness in New York State.

Project Director: Berkey, Arthur L.
Organization: Cornell University, Department of Education, Institute for Occupational Education. 209 Stone Hall, Ithaca, NY 14853
Telephone: (607) 256-2197
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-1144GS
Funding Period: Start Date 01 Jan 80; End Date 31 Dec 80
Fiscal Year Funding: $62,740
Descriptors: *Agricultural Occupations, *Agribusiness, *Manpower Needs, *Employment Projections, *Occupational Information, Data Collection
Identifiers: State, Proposal, Emerging Occupations

Information on current and projected employment demand in agriculture/agribusiness will be compiled and integrated into a statewide comprehensive demand and supply system to provide a basis for program and curriculum planning and revision. A preliminary listing of current agriculture/agribusiness occupations will be compiled with emphasis on occupations requiring occupational preparation at the secondary, postsecondary, and adult levels. Cross-coding systems for employment data will be reviewed and a preliminary system developed for periodic updating of employment demand data. Data then will be collected on current and projected labor market demand for qualified workers in existing and emerging occupations related to agriculture/agribusiness. These data will be disseminated to project advisory committee members, state education department, state department of labor, state occupational information coordinating committee members, state advisory council on vocational technical education, state regional planners for occupational education, state department of commerce, and state department of agriculture and markets.

000253

Technical Proposal for the Methods of Administration Development.

Project Director: Boesdorfer, Kent
Organization: Organizational Leadership, Inc, 99 Washington Avenue, TT 2201, Albany, NY 12230
Telephone: 465-1233
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-1154
Funding Period: Start Date 01 Nov 79; End Date 30 Jun 80
Fiscal Year Funding: $145,232
Descriptors: *Compliance Legal, *Federal Regulation, *Civil rights Legislation, *Inservice Education, *Administrator Guides, *Technical Assistance, Management Development
Identifiers: State, Proposal

A data system to deliver accessible and interpretable information on compliance with federal civil rights standards, compliance criteria, and technical assistance procedures and materials for use by agency staff will be developed. Staff will receive intensive inservice training in the use of compliance and technical assistance materials. A handbook of an administration plan, compliance manuals, a compendium of federal legislation, and a set of state commissioner's regulations on civil rights in vocational education will be developed and desseminated.

000268

National Occupational Competency Testing Institute (NOCTI) Competency Examinations—Postsecondary Testing.

Project Director: Olive, Thomas
Organization: National Occupational Competency Testing Institute, 45 Colvin Avenue, Albany, NY 12206
Telephone: 482-8864
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-1162 CT
Funding Period: Start Date 01 Jan 80; End Date 31 Dec 80
Fiscal Year Funding: $20,000
Descriptors: *Competency Based Education, *Test Construction, *Criterion Referenced Tests, Postsecondary Education, Secondary Education
Identifiers: State, Proposal

A plan for pilot testing occupational competency tests will be developed and implemented, and new occupational competency tests will be developed and pilot tested for at least six occupations in secondary and postsecondary programs. Ten cognitive and performance student proficiency examinations will be ready for distribution to selected schools at the end of the first year. A handbook for test development will be prepared.

000269

Impact of Vocational Education—Phase 2.

Project Director: Dunn, James A.
Organization: Cornell University, Institute for Research and Development in Occupational Education. Stone Hall, Ithaca, NY 14853
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3A-169GS
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $39,927
Descriptors: *Student Attitudes, *State Surveys, *Attitude Measures, *Educational Benifits, *Affective Objectives
Identifiers: State, Proposal

In phase 2 of this three-phase project, procedures and instruments for the statewide survey of affective outcomes in occupational education will be developed and pilot tested. Items for the questionnaire and interviews will be developed based on hypotheses generated in phase 1. About fifty seniors in occupational education and fifty in feeder or home schools will be surveyed in each of nine sites. A final report will be delivered.

Curriculum Development (Sec. 133)

000256

Instructional support System for Occupational Education (ISSOE).

Project Director: Bauer, Myrtle R.
Organization: Jefferson-Lewis Board of Cooperative Educational Services, Arsenal Street, Watertown, NY 13061
Telephone: (315) 788-3410
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3C-286GS
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $30,050
Descriptors: *Learning Modules, *Technical Assistance, *Teacher Developed Materials, *Competency Based Education, Occupational Information, School Business Relationship, Student Records
Identifiers: State, Proposal

Teachers will prepare occupational modules which will be validated by business and industry representatives, and a regional management system for classroom instruction improvement will be developed and implemented. A student competency file will be established for individuals enrolled in occupational education programs. In addition, assistance will be provided for the adaptation or adoption of relevant, management-oriented materials within the ISSOE. Regional meetings

to review, critique, revise, and validate materials will be held for teachers developing each subject area.

000282

Agricultural Education Curriculum Materials Development (Continuation).

Project Director: Foster, Daryle E.
Organization: Cornell University, Instructional Materials Service, 3 Stone Hall, Ithaca, NY 14583
Telephone: (607) 256-3002
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3C-200 GS
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 80
Fiscal Year Funding: $38,474
Descriptors: *Instructional Materials, *Agricultural Education, *Sex Fairness, *Job Skills
Identifiers: State, Proposal

Agriculture teachers' highest priority needs for instructional materials will be identified. A minimum of ten sex fair instructional materials to teach competencies which students need for employment will be developed, field tested, evaluated, and disseminated. A model which indicates how this project fits in with the Instructional Support System for Occupational Education (ISSOE) will be developed.

000228

Instruction Support System for Occupational Education (ISSOE) Area Facilitator.

Project Director: Borum, John
Organization: New York Institute of Technology, Wheatley Road, Old Westbury, NY 11568
Telephone: (516) 686-7635
Sponsoring Agency: QXP62775
Contract/Control No.: 80-3C-688GS
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $56,268
Descriptors: *Inservice Teacher Education, *Resource Centers, *Comeptency Based Education, *Educational Resources, *Instructional Materials, Vocational Education Teachers, Teacher Educators, Community Colleges, Information Dissemination
Identifiers: State, Proposal, Vocational Technical Education Consortium States

Project staff will work cooperatively with the state education department, teacher education colleges, and research and development units to develop ISSOE/V-TECS (Vocational Technical Education Consortium of States) occupational education programs. ISSOE/V-TECS teachers in six regions will receive in-service education. A resource center on competency-based education and ISSOE/V-TECS will be established to serve the following constituencies in the first region: ISSOE/V-TECS and other occupational education teachers, teacher educators of occupational education, and community college occupational education teachers. Instructional materials to support workshop programs will be prepared, and resources on competency-based education will be compiled and made available at the resource center.

000227

Instructional Support System for Occupational Education (ISSOE) Coordinator.

Project Director: Neureuther, Leonard
Organization: Buffalo City School District, 716 City Hall, Buffalo, NY 14202
Sponsoring Agency: New York State Education Department, Albany

Contract/Control No.: 80-3C-1119GS
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,600
Descriptors: *Teacher Developed Materials, *Learning Modules, *Management Systems, *Information Dissemination, *Competency Based Education, Instructional Materials, Articulation Education, Secondary Education, Postsecondary Education
Identifiers: State, Proposal

Teacher-generated occupational instructional modules will be prepared, and a management system to use the modules will be developed and implemented. A student competency file will be established. Staff will assist in adapting other relevant management-oriented materials. Buffalo teachers' participation in ISSOE will be increased. A city delivery plan to introduce ISSOE to the schools will be organized. Development and use of the statewide ISSOE will be articulated with postsecondary institutions. The modular curriculum will be used for large or small groups or for individualized instruction.

NORTH CAROLINA

Research (Sec. 131)

000111

Telecommunications Demonstration Project.

Project Director: McIntosh, William A.
Organization: Central Piedmont Community College, P.O. Box 4009, Charlotte, NC 28204
Telephone: (704) 373-6633
Sponsoring Agency: North Carolina State Board of Education, Raleigh
Contract/Control No.: 020780-80-C Piedmont
Funding Period: Start Date 08 Feb 80; End Date 01 Jan 81
Fiscal Year Funding: $11,351
Descriptors: *Educational Innovation, *Feasibility Studies, *Teaching Methods, *Telephone Instruction, *Audiotape Cassettes
Identifiers: State, Proposal

The technical, economic, and operational feasibility of using the telephone system as an integral part of the instructional process in five occupational programs will be tested. Five departments will develop instructional logic designs for a single course to be offered from their respective departments. The designs will identify which lessons of a given course require the traditional lecture and which lessons can be transmitted over the telephone system. J-TEC model 34B telecassettes will be connected to the telephone lines during hours designated for student access. Data will be gathered on student and faculty reactions, faculty time freed from lecture requirements, energy conservation resulting from students driving less, and student achievement. Staff will be trained to develop and select existing audiotapes. A final report and five copies of a slide/tape presentation will be delivered.

000257

Professional Development Institute for Vocational and Technical Education Personnel.

Project Director: Simmons, Danny J.
Organization: North Carolina State Department of Community Colleges, Staff Development Services. Raleigh, NC 27611
Telephone: (919) 733-4791
Sponsoring Agency: North Carolina State Board of Education, Raleigh
Contract/Control No.: 020780-80-DCCSDS
Funding Period: Start Date 08 Feb 80; End Date 08 Feb 81
Fiscal Year Funding: $22,778
Descriptors: *Staff Development, *Delivery Systems, *Regional Programs, *Cost Effectiveness, *Professional Development
Identifiers: State, Proposal

A staff development model, professional development institute (PDI), which was designed to meet needs for better staff development delivery systems which can provide professional growth experiences for vocational-techinical educators, will be tested. The division of staff development, department of community colleges, will provide management and coordinating services to a regional delivery system. A PDI council composed of representatives from each participating institution division will be formed and will function as an advisory body to project staff and the division of staff development. A series of development conferences in which participating institutions will define and select the curriculum will be held. The model will make the provision of professional growth opportunities for numbers of vocational and technical faculty in specialized areas cost effective. Also in-

cluded in the model will be an evaluation cycle for each activity offered and a reassessment phase for a semi-annual evaluation of the entire system. A final report will be disseminated.

NORTH DAKOTA

Exemplary and Innovative (Sec. 132)

000263

Alternate Approach for Agriculture Students in a Multi-District Center (Continuation).
Project Director: Hunt, Jim
Organization: Lake Area Vocational Center, Devils Lake, North Dakota 48301
Telephone: (701) 662-5056
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract/Control No.: RR-94
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $16,995
Descriptors: *Vocational Training Centers, *Educational Alternatives, *Student Recruitment, *Cost Effectiveness, *School Community Relationship, *Agricultural Education, Leadership Training, Grade 9, Grade 10, Enrollment, Secondary Education
Identifiers: State, Proposal

A teacher will teach two-hour blocks of vocational agriculture at two sending schools in a modified ninth and tenth grade agricultural program in an attempt to involve more students in center agriculture programs. Leadership activities, including Future Farmers of America, will be sponsored by center members; and other specialized courses including the use of area farms for production agriculture and the center for horticulture units will be taught. A cost analysis will aid in determining the feasability of this approach. A final report will be written.

Curriculum Development (Sec. 133)

000264

Small Business Management Curriculum Update.
Project Director: Palmer, Rodger, E.
Organization: Independent School District 709, Duluth, MN 55802
Telephone: (218) 722-4731
Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck
Contract/Control No.: RR-92
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $500
Descriptors: *Business Administration, *Instructional Materials, Curriculum Development, Units of Study, Secondary Education, Postsecondary Education, Business Education
Identifiers: *Entrepreneurship Programs, State, Proposal

Following a review process, a small business management curriculum will be developed for use in secondary and postsecondary vocational programs. Titles of units of instruction and curriculum format will be included in the revision along with business codes and the annual business analysis. A print-ready copy of the curriculum including new units of instruction will be submitted with a plan for averaging 1979 financial data.

OKLAHOMA

Research (Sec. 131)

000125

Evaluation of Oklahoma Coordinated Vocational Education and Training (CVET) Programs.
Project Director: Frazier, Don
Organization: Oklahoma State Department of Vocational Technical Education, Research Unit. 1515 West 6th Avenue, Stillwater, OK 74074
Telephone: (405) 377-2000
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK1311007
Funding Period: Start Date 15 Nov 79; End Date 15 Mar 80
Fiscal Year Funding: $5,000
Descriptors: *Case Studies, *Vocational Followup, *Program Evaluation, *Educationally Disadvantaged, Program Effectiveness
Identifiers: State, Proposal

The study will determine how and to what extent the CVET programs are meeting objectives aimed at preparing educationally disadvantaged students for traditional vocational programs and ultimately the world of work. Each of seven regional administrators will identify two individuals who completed a CVET program in the 1974-75 school year for in-depth case studies. If appropriate, the CVET instructor, vocational instructor, principal, and parents also will be interviewed. Cases will then be compared with the 'ideal' pattern implied in the purposes of CVET. A follow up through the student accounting system will be conducted with all students enrolled in a CVET program in the 1976-77 and 1978-79 school years to determine their status in relation to the program's objectives. The follow up will be analyzed using descriptive statistics. A final report will be written.

Exemplary and Innovative (Sec. 132)

000232

Innovative Part-Time Adult Education Plan for Rural Areas.
Project Director: Wibben, Charles
Organization: Kiamichi Area Vocational-Technical School District, Box 490, Wilburton, OK 74578
Telephone: (918) 465-2323
Sponsoring Agency: Oregon State Board of Education, Salem
Contract/Control No.: OK801321001
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80
Fiscal Year Funding: $14,890
Descriptors: *Adult Education, *Part Time Students, *Rural Areas, *Economically Disadvantaged, *Student Recruitment, *Job Training
Identifiers: State, Proposal

This project will demonstrate a model cluster program to meet training needs of economically disadvantaged adults not now served by vocational education. Special interest advisory groups will be formed in high job vacancy areas to develop needs assessment of related cluster program objectives. The enrollment of part-time adult students will be increased by 120 over fiscal year 1979. Occupational courses in multiple subject areas which correspond with employment opportunities will be offered; job entry-level training, upgrading, and retraining opportunities in five additional occupational areas will be provided; and a minimum vocational quotient of 70 percent will be maintained. Results and implementation procedures will be disseminated statewide. A final report will be written.

000265

Innovative Short-Term Adult Education Plan.
Project Director: Hulsey, Orbra C.
Organization: Caddo-Kiowa Area Vocational-Technical School District 2, Box 190, Fort Cobb, Oklahoma 73038
Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater
Contract/Control No.: OK801321002
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80
Fiscal Year Funding: $15,182
Descriptors: *Adult Vocational Education, *Student Recruitment, *Off Campus Facilities, *Minicourses, *Job Training, *Part Time Students, Disadvantaged
Identifiers: State, Proposal

A systematic approach to development and implementation of short-term vocational education to serve adults in greatest need of training and business and industry in greatest need of employees will

be developed. Objectives are to increase part-time student adult enrollment by 120; to obtain a minimum vocational quotient of 71 percent; and to develop course offerings to include job-ready, upgrading, and retraining skills. Programs will be identified through an advisory committee from business and industry. Course offerings will be held off-campus and in outlying communities to facilitate delivery to the disadvantaged. Students will be recruited through a referral advisory committee and multimedia promotion. A final report will be prepared.

OREGON

Exemplary and Innovative (Sec. 132)

000126

Community Experiences for Career Education (CE)2 Program of Jackson County (Continuation).

Project Director: Gallo, Vincent A.
Organization: Jackson County Educational Service District, 101 N. Grape Street, Medford, OR 97501
Sponsoring Agency: Oregon State Board of Education, Salem
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $20,000
Descriptors: *Academically Gifted, *Disadvantaged Youth, *School Community Relationship, *Exceptional Persons, *Career Education, Basic Skills, Skill Development, Parent Student Relationship, Student School Relationship, Parent School Relationship, Role Models, Young Adults, Experiential Learning
Identifiers: *Experience Based Career Education Program, State, Proposal

The Jackson County Community Experiences for Career Education (CE)2 program, emphasizing basic skills development, is a model delivery system to promote school-community relationships, parent-child-school relationships, and interaction with successful role models and young adults. It unites life skills with academic skills and career aspirations with real work experiences. Under the continuing project, gifted students will be placed into the program; at the same time, the program will maintain the vocational curriculum focus for disadvantaged and handicapped students sixteen years old or older. A follow-up process or system will be developed, and elimination of sex-role discrimination at learning sites will be stressed. In addition, funding sources will be sought for the (CE)2 program. The career education director of Douglas County will conduct an external review of the project.

PENNSYLVANIA

Research (Sec. 131)

000019

Survey of Vocational Schools on the Services Available for Hearing Impaired Students.

Project Director: LeFevre, Donna
Organization: Bloomsburg State College, Main and Penn Streets, Bloomsburg, PA 17815
Telephone: (717) 389-2217
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 83-9812
Funding Period: Start Date 19 Nov 79; End Date 30 Jun 80
Fiscal Year Funding: $1,564 (Charged to FY 1979)
Descriptors: *Educational Needs, *Teacher Education, *Success, *Deafness, *Special Education, School Surveys, Hearing Impairments, Exceptional Persons
Identifiers: State, Proposal

Project staff will determine which services Pennsylvania vocational schools provide their hearing impaired students to ensure their vocational success, what staff training is offered, and the success of the students by surveying the superintendent of each public vocational school in which a hearing impaired student has been enrolled within the last five years. the study should result in the implementation of needed services and training for teachers working with deaf students. A final report will be delivered.

Exemplary and Innovative (Sec. 132)

000243

Integrating Industrial Arts into a Planned Program of Vocational Education at the Senior High School (Continuation).

Project Director: Layman, Ralph M.
Organization: Lancaster County Area Vocational-Technical School, 1730 Hans Herr Drive, Willow Street, PA 17584
Telephone: (717) 464-2771
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9805
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $44,476 (Charged to FY 1979)
Descriptors: *Industrial Arts, *Articulation Education, *Coordination, *Cooperative Programs, Junior High Schools, Senior High Schools, Student Placement, Program Development
Identifiers: State, Proposal

A coordinated industrial arts curriculum model for junior and senior high schools will be developed and articulated into the vocational and technical curriculum. The program will be piloted in selected home schools and area vocational and technical schools. Competencies learned in industrial arts will be used as entry skills into a specialized vocational course, thus giving the student a better chance to succeed. A final report will be delivered.

000286

Special Program Improvement.

Project Director: Downs, William C.
Organization: Central Westmoreland Area Vocational-Technical School, RD 1, Arona Road, New Stanton, PA 15672
Telephone: (412) 925-3532
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9818
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $21,757 (Charged to FY 1979)
Descriptors: *Competency Based Education, *Instructional Materials, *Individualized Instruction, *Inservice Teacher Education, *Teacher Developed Materials, Student Records
Identifiers: State, Proposal

A two-day in-service workshop will be held to instruct faculty on techniques and procedures for writing a competency-based curriculum. Faculty members will validate a competency list for their course with the aid of a craft committee; write performance objectives for all competencies; design and write learning activities, using a variety of methods which are personalized, self-paced, contain appropriate evaluations of achievement, and are adaptable for the entire range of students' abilities. With a facilitator's help, the faculty will implement learning activities as they are developed; and develop and maintain individual student records. A final report will be written.

000285

School Improvement Plan for Competency-Based Instruction (CBI).

Project Director: Vallone, Joseph J.
Organization: Upper Bucks County Area Vocational-Technical School, RR 2, Box 207, Perkasie, PA 18944
Telephone: (215) 795-2911
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9819
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $17,329 (Charged to FY 1979)
Descriptors: *Competency Based Education, *Individualized Instruction, *Articulation Education, Secondary Education, Adult Students, Open Education, Postsecondary Education

Identifiers: State, Proposal

To provide as many students as possible, in as many programs as possible, with competency-based curriculum, an individualized instructional program based on students' informed career choices will be developed, including open entry-open exit for both secondary and adult students. Students will have the opportunity to move from one instructional program to another, either secondary or postsecondary, without penalty or repetition of skills already learned. Prospective employers will be provided with documentation of skills, and course content will be updated monthly. A final report will be written.

000275

Dissemination of Technological Updating Materials for Instructors of Automotive Programs.

Project Director: Welch, Frederick G.
Organization: Pennsylvania State University, 207 Old Main, University Park, PA 16802
Telephone: (814) 865-6331
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9821
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80
Fiscal Year Funding: $5,676 (Charged to FY 1979)
Descriptors: *Videotape Recordings, *Audiovisual Instruction, *Inservice Teacher Education, *Auto Mechanics, Vocational Education Teachers, Information Dissemination
Identifiers: State, Proposal

Video recordings will be edited into fifteen hours of concise instructional programs to be used in local schools in in-service programs to update and renew the occupational competencies of automotive instructors. The edited packages also could be used to supplement student training. The tapes and associated printed materials will be packaged; one copy will be distributed to VEIN, and one copy will be retained at a lending library at Pennsylvania State University. All schools will be encouraged to duplicate the program for their permanent use. The materials will be disseminated to six schools through visitation. A final report will be delivered.

000274

Brochure for Preserving and Expanding Pennsylvania Industry—Pennsylvania Industry Training Service.

Project Director: Clark, Daniel A.
Organization: Altoona Area Vocational-Technical School, 1500 Fourth Avenue, Altoona, PA 16603
Telephone: (814) 946-8455
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 84-9822
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80
Fiscal Year Funding: $5,500 (Charged to FY 1979)
Descriptors: *Pamphlets, *School Business Relationship, *Industry, *Public Relations, Publicity
Identifiers: State, Proposal

A brochure giving reasons new industry should locate in Pennsylvania, including available natural resources, transportation facilities, and cooperative arrangements between education and industry, will be published and disseminated to expand training opportunities for vocational schools and provide additional opportunites in new technological fields. Follow up and project evaluation will be conducted. A final report will be prepared.

Curriculum Development (Sec. 133)

000144

Preparation of a Multimedia Package to Promote Positive Parental Attitudes toward Nontraditional Vocational Education (Continuation).

Project Director: Wiles, Richard L.
Organization: Nova Productions, Inc, 328 South Main Street, P.O. Box 870, Butler, PA 16001
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9805
Funding Period: Start Date 01 Jul 79; End Date 31 Aug 79
Fiscal Year Funding: $14,406 (Charged to FY 1979)
Descriptors: *Sex Fairness, *Multimedia Instruction, *Parent Attitudes, *Changing Attitudes, *Nondiscriminatory Education, *Teaching Guides, * Instructional Materials, Films, Equal Education, Film Production, Sex Stereotypes, Public Relations
Identifiers: State, Proposal

A professionally executed multimedia program will be produced to increase awareness of and change attitudes about occupational sex-role stereotyping among parents of present and future students in vocational education. A fifteen-minute sound/color 16mm film, an associated trainer's guidebook, and a set of promotional materials will be developed. The program will help achieve sex fairness in vocational education, decrease the tendency make occupational choices based upon sex-role stereotyping and enhance the job satisfaction and performance possibilities for vocational education graduates.

000239

Development of Directed Self-Instructional Modules to be Used in Preparing Resource Persons (Continuation).

Project Director: Adamsky, Richard A.
Organization: Temple University, Room 455, Ritter Hall Addition, Philadelphia, PA 19122
Telephone: (215) 787-6012
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9825
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $33,634 (Charged to FY 1979)
Descriptors: *Learning Modules, *Competency Based Teacher Education, *Individualized Instruction, *Resource Staff, Curriculum Development, Staff Development
Identifiers: State, Proposal

To maintain a staff of trained resource persons, seven self-instructional modules will be developed, tested, and revised. The modules to be developed are: (1) conducting a council of educators performance review, (2) instructing others to use a video system, (3) conducting a certification and degree orientation session, (4) enrolling students in the vocational teacher education program, (5) registering students for program courses, (6) presenting the operating procedures for the field-based, competency-based teacher education program, and (7) providing administrative services. A final report will be delivered.

000266

Revision of Distributive Education Teacher-Coordinator's Handbook (Continuation).

Project Director: Hirshfeld, Marvin
Organization: Temple University, 287 Ritter Addition, Philadelphia, PA 19122
Telephone: (215) 787-8381
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9804
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $14,524
Descriptors: *Distributive Education Teachers, *Distributive Education, *Faculty Handbooks, *Instructor Coordinators, Preservice Teacher Education
Identifiers: State, Proposal
Descriptive Note: 14524 (Charged to FY 1979)

A handbook for use by Pennsylvania distributive education teacher-coordinators, preservice distributive education teacher training institutions, and vocational directors will be developed over an eleven-month period. The project director, coordinator, and consultants will review and revise the present handbook. A continuous review and validation process will be conducted until the final copy, complete with twenty to twenty-five reproducible photographs, is produced. A technical report describing the methodology and one camera-ready copy of the handbook will be produced. A final report will be written.

000145

Consortium for the Development of Professional Materials for Vocational Education Membership.

Project Director: Norton, Bob
Organization: National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, OH 43210
Telephone: (614) 486-3655
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 85-9827
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $19,950
Descriptors: *Instructional Materials, *Administrator Education, *Budgets, *Leadership Training, *Learning Modules, *Consortia, Educational Finance
Identifiers: State, Proposal

Pennsylvania's membership in the Consortium for the Development of Professional Materials for Vocational Education will be maintained to provide administrators with access to and participation in developing and field testing modules developed by each member state during 1979-80. Pennsylvania will develop and field test a module on preparing vocational education budgets that can be used in administrator leadership development programs. Thirty copies of an undetermined number of training modules will be produced.

000284

Implementing Competency-Based Vocational Education: An In-Service Program for Vocational Education.

Project Director: Holmes, Marion B. W.
Organization: Philadelphia School District, 734 Schuylkill Avenue, Philadelphia, PA 19146
Telephone: (215) 299-7144
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0009
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 80
Fiscal Year Funding: $25,626
Descriptors: *Staff Development, *Competency Based Education, *Inservice Teacher Education, *Individualized Instruction, *Instructional Materials, Delivery Systems
Identifiers: State, Proposal

In-service staff development sessions for vocational education instructional staff will be designed, developed, and conducted to enable them to demonstrate their understandings of the concept, theories, and processes for implementing a competency-based individualized instructional delivery system and be trained to assist with future staff development sessions. Teachers will demonstrate the proper use of V-TECS materials by developing a sample instructional unit. Coordinators and department heads will be able to recognize specific competencies in a variety of fields, identify procedures to be followed in preparing competency-based instructional materials, and better relate materials to employment requirements by increasing the use of craft committees to validate program content. A final report will be delivered.

000233

Catalog of Performance Objectives and Performance Guides for Records Management Tasks.

Project Director: Wallace, Patricia E.
Organization: 108 Signal Hill Road, Holland, PA 18966
Telephone: (215) 958-6943
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0010
Funding Period: Start Date 01 Feb 80; End Date 30 Jun 80
Fiscal Year Funding: $10,000
Descriptors: *Instructional Materials, *Records Forms, *Recordkeeping, *Behavioral Objectives, *Office Occupations Education, Secondary Education, Postsecondary Education, Program Design, Program Development
Identifiers: State, Proposal

A model for program design and development will be developed. Performance objectives and performance guides for a minimum of 100 records management tasks that could be included in a records management course in high schools, vocational-technical secondary schools, community and junior colleges, and four-year colleges and universities will be established. A catalog including definition of terms, equipment and tools lists, a bibliography and cross-reference tables will be completed. A final report will be delivered.

000219

Nonpublic School Students in Public Vocational Education Programs.

Project Director: Wasdyke, Raymond G.
Organization: Educational Testing Service, Rosedale Road, Princeton, NJ 08541
Telephone: (609) 921-9000
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0011
Funding Period: Start Date 01 Mar 80; End Date 30 Jun 80
Fiscal Year Funding: $9,498
Descriptors: *Private Schools, *Access To Education, *Educational Cooperation, *Public Education, Federal Legislation, State Legislation
Identifiers: State, Proposal

To improve nonpublic school students' access to public vocational education programs, factors that relate to their access will be identified and documented. Procedures to facilitate such participation will be developed, and guidelines to assist state and local education agencies in implementing cooperative arrangements between public and nonpublic sectors will be prepared. Current federal and state legislation, rules and regulations, and codes and guidelines will be reviewed and analyzed. Onsite visits will be made to selected vocational programs to identify exemplary cooperative arrangements. A project advisory committee including state and local nonpublic and public educators will be established. A final report will be delivered.

000218

Determining the Transferability of the 916 Materials to Pennsylvania Vocational Educaton—A Pilot Study.

Project Director: Adamsky, Richard A.
Organization: Temple University, Department of Vocational Education, Room 455, Ritter Hall Addition, Philadelphia, PA 19122
Telephone: (215) 787-6012
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract/Control No.: 93-0012
Funding Period: Start Date 01 Apr 80; End Date 30 Jun 80
Fiscal Year Funding: $9,000
Descriptors: *Competency-Based Education, *Material Development, *Vocational Education Teachers, *Individualized Instruction, *Staff Development, *Program Development
Identifiers: State, Proposal

A model program designed to help local vocational teachers try competency-based education (CBE) will be developed and tested. Local institutions and vocational teachers in school interested in trying CBE will be identified. Materials to facilitate individualized instruction will be purchased or developed. A system to promote individualized instruction and a staff development program will be designed. The program will be evaluated, and a final report will be delivered.

TEXAS

Research (Sec. 131)

000250

Comprehensive Model for the Development of Training Coordinators.

Project Director: Ernst, Nora S.
Organization: University of Texas Health Sciece Center at Dallas, Dallas, TX 75235

Telephone: (214) 688-2820
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 00230036
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $57,406
Descriptors: *Resource Guides, *Paraprofessional Personnel, *Nursing Homes, *Curriculum Design, *Needs Assessment, Trainers, Health Personnel
Identifiers: State, Proposal

The curriculum and companion resource manual produced for trainers of personnel in nursing and custodial care homes will provide a model for developing a sequence of needs assessment, curriculum design, and pilot course execution so that new positions will be open to technically trained persons and later to those professionally trained. A high standard of care for nursing and custodial care clients and greater job satisfaction for employees are expected to result. Thirty related institutions will provide input for the needs assessment from which the curriculum will be designed.

Curriculum Development (Sec. 133)

000192
Vocational Instructional Services for the Disadvantaged in Agricultural Education.
Project Director: Page, Foy
Organization: Texas A&M University, College Station, TX
Telephone: (703) 779-3880
Sponsoring Agency: Texas Education Agency, Austin
Contract/Control No.: 90230399
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $42,816
Descriptors: *Sex Discrimination, *Instructional Materials, *Nontraditional Occupations, *Agricultural Education, *Disadvantaged Youth, Transparencies, Secondary Education
Identifiers: State, Proposal

Specific curriculum materials needed in the state vocational agriculture education program will be determined. Curriculum materials for disadvantaged students for overcoming sex bias in vocational education, for students enrolled in programs traditionally limited to the opposite sex, and for improving the vocational agricultural education program will be developed, produced, and disseminated. The Texas Education Agency will be assisted in providing inservice training in the use of the materials. Two manuscripts and illustrations for two sets of color transparencies will be developed.

VERMONT

Exemplary and Innovative (Sec. 132)

000291
Sting 2.
Project Director: Weiss, Alan H.
Organization: Weiss Associates, 73 Main Street, Montpelier, VT 05602
Sponsoring Agency: Vermont State Dept. of Education, Montpelier
Contract/Control No.: 080076-2
Funding Period: Start Date 25 Apr 80; End Date 30 Sep 80
Fiscal Year Funding: $17,000
Descriptors: *Academically Gifted, *Grade 8, *Summer Programs, *Career Exploration, *Talent
Identifiers: State, Proposal

An intensive one-week vocational program for ninety vocationally gifted and talented graduating eighth grade students will be held to provide students with vocational experiences in one of seven areas: health, graphics, quantity foods, auto building trades, electronics/communication, and agriculture. Students will be pre and posttested to measure sex bias change, information gain, and career goal change. Students will have access to an area for research, equipment, and materials not available to them in a regular classroom, and will be assisted by resource persons in the library and in a career orientation program. A preservice workshop for teachers, senior couselors, and the task force will be held to coordinate project operation and evaluation. Instructors will develop and carry out a lesson plan for a week and report on students' progress project validity and career awareness. A final report and pictures or slides of project activities will be delivered.

VIRGINIA

Research (Sec. 131)

000193
An Impact Assessment of the Use of Vocational-Technical Education Consortium of States (V-TECS) and Interstate Distributive Education Curriculum Consortium (IDECC) Materials on the Vocational Education Program in Virginia.
Project Director: Swartz, Ned K.
Organization: James Madison University, Harrisburg, VA 22807
Telephone: (703) 433-6453
Sponsoring Agency: Virginia State Dept. of Education, Richmond
Contract/Control No.: VA-80-C-131-1-AD-001
Funding Period: Start Date 13 Nov 79; End Date 01 Jun 80
Fiscal Year Funding: $25,268
Descriptors: *Articulation Education, *Competency Based Education, *Program Evaluation, *Use Studies, Evaluation Methods, Instructional Materials, Secondary Education, Postsecondary Education
Identifiers: *Interstate Distributive Education Curriculum Consortium, *Vocational Technical Education Consortium States, State, Proposal

System will be developed for assessing the impact of individual V-TECS and IDECC products and the impact on user groups such as students, instructors, local and state supervisors, and teacher educators. The project will also determine types of uses of products, adaptations made, instructional materials developed from the products, and use of V-TECS and IDECC products vertical and horizontal articulation. A list of all persons who have received competency-based vocational education and the extent and nature of that instruction will be produced.

WASHINGTON

Exemplary and Innovative (Sec. 132)

000200
Fishing Industry Specialization.
Project Director: Fankhauser, Verne
Organization: La Conner School District 311, Everett, WA 98257
Sponsoring Agency: Washington State Commission for Vocational Education, Olympia
Contract/Control No.: 79-AHT(219)NC
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 80
Fiscal Year Funding: $11,775
Descriptors: *Field Experience Programs, *Certification, *Marine Biology, *Fisheries, *Nontraditional Education, Curriculum Development, Secondary Education
Identifiers: State, Proposal

A nontraditional course of study and work experience, to be approved by employers and the school board, will be designed for the second year of a program culminating in high school completion with a certificate of fishing industry specialization. Instructional units in basic marine biology and areas applicable to the fishing industry will be developed. A high school diploma or equivalent and a certificate of fishing industry specialization, attesting to competency, will be awarded upon program completion. A final report will be submitted to the Commission for Vocational Education.

WEST VIRGINIA

Curriculum Development (Sec. 133)

000220

Competency-Based Education (CBE) Health Exploration Curriculum.

Project Director: Long, Diana L.
Organization: RCA Services, Educational Services, Building 202-2, Camden, NJ 08101
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: 69A
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $9,500
Descriptors: *Competency Based Education, *Behavioral Objectives, *Allied Health Occupations Education, Task Analysis, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, Vocational Technical Education Consortium States

A competency-based health exploration curriculum, based on the Bureau of Vocational, Technical, and Adult Education format, will be developed for statewide use from the Vocational-Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks.

000206

Postsecondary Competency-Based Education (CBE) Health Care Curriculum.

Project Director: Meckley, Richard
Organization: West Virginia University, 1266 Braewick Drive, Morgantown, WV 26505
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-11
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $9,260
Descriptors: *Competency Based Education, *Core Curriculum, *Allied Health Occupations Education, Postsecondary Education, Curriculum Development
Identifiers: State, Proposal

A competency-based education, postsecondary health core curriculum will be developed for statewide use based on the Bureau of Vocational, Technical, and Adult Education format and validated cognitive, affective, and psychomotor tasks.

000209

Competency-Based Education (CBE) Mine Machine Electrician Curriculum Development.

Organization: RCA Service Company Educational Services, Cherry Hill Offices, Camden, NJ 08101
Sponsoring Agency: West Virginia State Dept. of Education, Charleston
Contract/Control No.: BVTAE-76-WV-80-C-6
Funding Period: Start Date 01 Aug 79; End Date 30 Jun 80
Fiscal Year Funding: $19,763
Descriptors: *Competency Based Education, *Mechanical Equipment, *Electricians, *Behavioral Objectives, Secondary Education, Postsecondary Education
Identifiers: State, Proposal, Mining, Vocational Technical Education Consortium States

A CBE mine machine electrician curriculum, based on the Bureau of Vocational, Technical, and Adult Education format, will be developed from the Vocational-Technical Education Consortium of States catalog and other validated cognitive, affective, and psychomotor tasks for statewide use.

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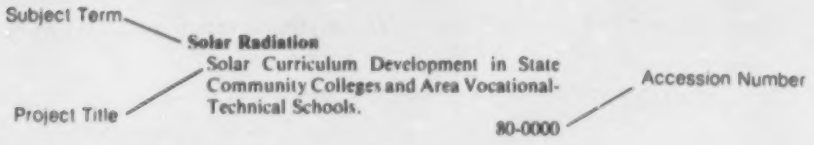

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ORGANIZATIONAL RESOURCES

This section provides names, addresses, and telephone numbers of state research coordinating unit directors (sponsoring agencies of projects reported in the Projects in Progress section) and for journals, magazines, professional associations, and information systems and networks of interest to vocational and technical educators. An information system or network is profiled in each issue.

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Adult Education Lifelong Learning: The Adult Years
Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20036

Aging and Work: A Journal of Age, Work and Retirement
National Council on Aging, Inc.
1828 L Street, NW
Washington, DC 20036

Agricultural Education
Agricultural Education Magazine, Inc.
806 Cambridge Road
Blacksburg, VA 24060

Business Education World
McGraw-Hill, Inc.
Princeton Road
Highstown, NH 08520

Canadian Training Methods
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario, M4S3M7 CANADA

Canadian Vocational Journal
251 Bank Street
Suite 608
Ottawa 4, Ontario, K2P 1X3 CANADA

Community and Junior College Journal
American Association of Community and Junior Colleges
One Dupont Circle, NW
Washington, DC 20036

Delta Pi Epsilon Journal
Delta Pi Epsilon National Office
Gustavus Adolphus College
St. Peter, MN 56082

Educational Technology
Educational Technology Publishers, Inc.
140 Sylvan Avenue
Englewood Cliffs, NJ 07632

Elements of Technology
Cheesewood House Publishing Ltd.
542 Mt. Pleasant Road
Suite 103
Toronto, Ontario M4S3M7 CANADA

Home Economics Research Journal
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Industrial Education
Macmillan Professional Magazines
262 Mason Street
Greenwich, CT 06830

Industrial and Labor Relations Review
Cornell University
Ithaca, NY 14853

Journal of Allied Health
American Society of Schools of Allied Health Professions
One Dupont Circle
Suite 300
Washington, DC 20036

Journal of the American Association of Teacher Educators in Agriculture
Agricultural Education Program
435 General Classroom Building
University of Missouri-Columbia
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Journal of Business Education
Heldref Publications
4000 Albemarle Street, NW
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Journal of Home Economics
American Home Economics Association
2010 Massachusetts Avenue, NW
Washington, DC 20036

Journal of Industrial Teacher Education
National Association of Industrial and Technical Educators
Ritter Annex 443
Thirteenth and Columbia
Temple University
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Journal of Vocational Education Research
American Vocational Education Research Association
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School Shop
Prakken Publications, Inc.
416 Longshore Drive
Ann Arbor, MI 48107

Training
Lakewood Publications, Inc.
731 Hennepin Avenue
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Training and Development Journal
American Society for Training and Development
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Profile

Council for Exceptional Children Information Center

Council for Exceptional Children
(CEC) Information Center
1920 Association Drive
Reston, VA 22091
(800) 336-3728 (Toll-free, Continental U.S. only)
(703) 620-3660 (Collect, Virginia residents only)
Contact: Lynn Smarte, Information Specialist

Founded in 1922, the Council for Exceptional Children (CEC) is concerned with the instructional and training needs of exceptional children including the mentally gifted, mentally retarded, sensory handicapped, physically handicapped, and those with behavioral disorders, learning disabilities, and speech defects.

CEC aids educators, teachers, and researchers working with exceptional children by helping to solve specific problems through technical assistance, offering skills development training, and disseminating knowledge through information services. CEC's technical services include aiding clients in designing assessment and placement procedures for students, reviewing and assessing state educational plans for exceptional children, or formulating policies. Training for persons working directly with exceptional children is offered through institutes, workshops, and customized conferences sponsored by CEC.

Students, teachers, administrators, project writers, parents, and directors may find CEC's information services helpful in preparing dissertations, obtaining curricular information, identifying innovative programs, or understanding a particular child's exceptionality. Clients may request a computer search of ERIC or of Exceptional Child Education Resources (ECER). CEC's database: About 290,000 documents and articles covering all aspects of education are available from ERIC. ECER offers about 30,000 documents specifically related to handicapped and gifted children. Most of this literature is not available from commercial sources. Included in ECER are abstracts of educational literature collected from colleges, universities and government agencies, and special projects such as doctoral dissertations, scholarly research, administrative surveys, curriculum guides, teacher-activity manuals, and nonprint media. Reprints of searches already completed in some subject areas are available at a lower cost.

The CEC information center publishes literature relevant to exceptional children. *Exceptional Child Education Resources*, a quarterly publication of ECER, contains about 1,500 abstracts per issue of current dissertations in special education. Topical bibliographies, covering seventeen popular subject areas during three years, provide an overview of general subjects. Each year, a new set of bibliographies is taken from the most recent volume of *Exceptional Child Education Resources*, each containing 50 to 100 citations. *Inaight*, CEC's monthly governmental newsletter, covers legislation, litigation, and funding at federal, state, and local levels of educational programming for exceptional children. *Selective Dissemination of Information* (SDI), a new service available by subscription, provides lists of current materials acquired by the center on most frequently requested topics. In addition, CEC maintains a microfilm collection consisting of all books, monographs, and periodicals printed by CEC prior to 1974 which may be purchased in its entirety or by periodical or book segments.

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